

Sierra Educational News

**Official Journal of
California Teachers Association**

Index to Volume 39 1943

ROY W. CLOUD

State Executive Secretary

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Sierra

EDUCATIONAL NEWS

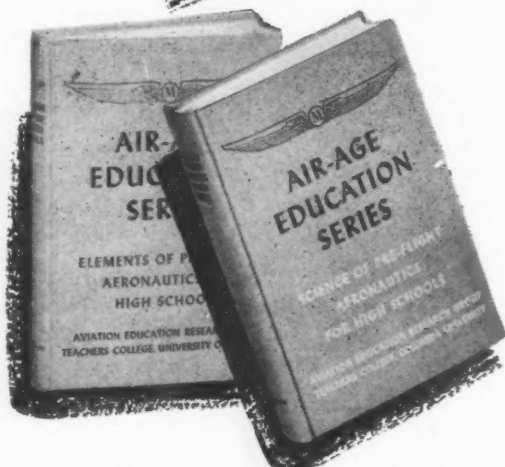
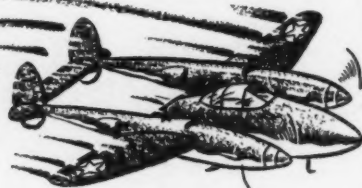
A black and white photograph of a hiker with a backpack and ice ax, walking away on a trail in a mountainous, forested area. The hiker is in the lower right foreground, seen from behind. The trail leads into a dense forest of evergreen trees. In the background, rugged mountains rise under a clear sky. The overall tone is dark and atmospheric.

HIKERS HEAVEN IN GLACIER NATIONAL PARK

There are 38,000 copies of this issue JANUARY 1943

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SIERRA EDUCATIONAL NEWS

Contents for January, 1943

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TRAVEL SECTION



PAN-AMERICAN PROGRAM

Margaret Davis, Teacher, 1st Grade; Eleanor Fleishman, 2nd Grade Teacher; and Lore Mendelowitz, Kindergarten Teacher; Soledad Elementary School

AT Soledad Elementary School, Monterey County, three teachers developed the following Pan-American program, radio style, with a group of primary children, all Mexican except the announcer. It was presented mainly to give the Mexican children status.

Miss Davis says: "We have two buildings, old and new. The Mexicans are kept together as much as possible to foster a better teaching situation. But, on the other hand, it does not foster good citizenship habits.

Nevertheless, after much persuasion and urging the girls showed us several Mexican dances they knew. As the skit was developed songs were brought out. We worked the setting around the market scene, where one usually finds the Mexican customs in full dress.

The program helped immensely in bringing the Mexican children forward. It tended to make them well pleased. Now they do not say 'I'm ashamed.' Since we presented it on April 14, it helped them to realize that they are part of America, too!

The children were dressed as nearly as possible in bright-colored costumes. The girls had long full dresses and rebosas; the boys had colored sashes.

Miss Fleishman, the second grade teacher, Mrs. Mendelowitz, and I worked it out together."

Announcers: 1. W. L. — Good morning. This is station P.A.D. (Pan-American Day). We are bringing you another of our special foreign event broadcasts. April 14 has been set aside to build a greater friendship among the countries of the Americas. Thus we have Pan-American Day. We take you now to Mexico City, high in the mountains. Hello, Mexico.

2. Donald — Buenos Dias, mis amigos en estados unidos. We are going to the market-place to bring you the rhythms, songs, and gaiety of a happy people.

Curtain is drawn to show the scene of the children taking leave of their mother.

The children finish putting the wares on the burro during the singing of the first verse. Then they begin to walk off the stage during the last verse.

Song — Adios, Mama, in The Music Hour, book 4, page 118.

Curtain rises on the Market Scene during the singing of La Cucaracha. As the last two lines are sung the children assemble for the La Cucaracha dance.

Julia Barrios
Consuelo Mora
Max Pena
Rita Ontiveros
Joe Romero

Edmundo Garcia
Pauline Rodriguez
Ventura Hernandez
Adolfo Mora
John Rodriguez

At the close of the dance enter the children and burro, exchanging greetings with the others, and go to their stall. They set up their wares during the singing of Gay Ranchero. Then the burro is led off stage.

Frank — After saying "hello" to everyone, "Here come the Gay Rancheros."

Song, The Gay Ranchero, Betty Gallardo, soloist.

Margarito begins to play Cielito Lindo behind scene.

Betty — Listen, here comes Margarito. (Enter Margarito singing.) Come and sit

here and play the Chiapanecas for us to dance. Chiapanecas Dance:

Betty Gallardo	Jennie Correa
Lliandra Gallardo	Victor
Frances Mora	Lupe Barrios

Two buyers come forward to bargain for wares:

Mariano — I want a basket. How much is it? \$5! No.

Donald — (on other side of stage) How much are your shawls? dos pesos? That's too much (walks away).

During the bargaining six girls have gathered around the guitar-player. He begins to play La Paloma.

Francis Mora	Consuelo Mora
Rebecca Garcia	Lliandra Gallardo
Gloria Urquidez	Emily Martinez

Gabriel — (goes to buy a hat) I want a hat. How much is this one? (pays for the hat) putting it on his head). Come, let's dance the Hat Dance. A group of small children form for the Jarabe.

Ventura Hernandez	Gabriel Retana
Manuel Hernandez	Amelia Godoy
Beta Alvarez	Ramon Hernandez

Gloria — How much are your serapes? Dos Pesos? A mucho, a mucho. (Walks away.)

During the bargaining four small ones are gathered around Margarito, who begins to play Rancho Grande. Chorus adds the "yoo, hoo."

Rudy Pena	Hermilia Torres
Hope Loya	Julia Sapient

John — Margarito, sing for us. Sing Mexicali Rose. Chorus — Si si. Yes Yes. Margarito plays and sings as he wanders across the stage.

Rubin — Where are the chinas and charros? Come out and dance our jarabe for us. (Dancers form for the jarabe:)

Betty Gallardo	Jennie Correa
Lliandra Gallardo	Gloria Urquidez
Francis Mora	Rafela Correa

As the dancers disperse Margarito begins to play La Sorella. All join in the song. Curtain falls.

Announcers: 1. Donald — We hate to take you away from the gaiety of the market

These happy California school children, in their colorful Mexican costumes, are from another school, not Soledad, and are shown here in their school pageant.



place, but our time is up. We return you now to the United States of America. Adios mis amigos.

2. W. L.—Adios Amigos. We have tried to bring about a better understanding of our neighbors in America. Let us all join in the singing of the first verse of America the Beautiful.

CTA Bay Section First Annual Fall Training Conference for Local Teacher Associations, held at Hotel Claremont, Berkeley, under auspices of the public relations committee, Clive M. Saiz, of Daly City, chairman, is reported in a well-prepared and valuable 15-page mimeographed summary, obtainable from the Bay Section Office, 2207 Shattuck Avenue, Berkeley.

SOCIAL STUDIES UNIT

AMERICA—A GOOD PLACE IN WHICH TO LIVE—A SOCIAL STUDIES UNIT
TO BE USED AT VARIOUS GRADE LEVELS

Thelma Nelson, Fifth Grade Teacher, Fullerton Elementary School, Orange County

IN our Social Studies program, we want more than ever to understand and appreciate the advantages of life in a Republic. Oftentimes the disadvantages of living outside our country are brought to us so forcefully that we have an overemphasis on the negative rather than a realization of the positive values to be found in America—a Good Place in Which to Live.

If we should ask ourselves, "Why is it a good place in which to live?" the answers would be many and varied. All of the answers taken together might be classified under three main headings: 1. Health, 2. Wealth, 3. Happiness.

The wheel chart was designed with concentric zones to show how these three categories of good things surround the individual if only he can see and appreciate them.

In teaching this unit, there are innumerable ways to develop the subject; depending upon the grade-level, the interest of the group, and in general the objectives to be achieved. For instance, lower grades might use only the first zone beyond the individual and concentrate upon the advantages of life in their particular community. Others may want to extend the study to California. Older children could use all the points given for a study of the United States.

Some teachers may choose one "pie-shaped" section and develop one of the three topics. Activities will sug-

gest themselves as the unit grows and we become aware of our active part in a democracy.

We must reaffirm our conviction that America IS a Good Place in Which to Live.

Aims and Objectives

1. To know and appreciate the advantages of life in our country.
2. To live democratically in the classroom and out.
3. To become acquainted with the historical background of America and the foundations for a good place in which to live.
4. To meet the great men and women of today and yesterday.
5. To know the geographical make-up of our country and its wealth and natural resources.
6. To appreciate the music and literature of America which enrich our lives.
7. To develop an understanding of the community—people living together.
8. To value home, church, and school as important forces in everyday living.
9. To become good citizens in a country where our responsibilities are becoming greater.
10. To appreciate the services made available to us and be willing to serve in our turn.
11. To know and evaluate current happenings.
12. To develop skills in reading, writing, interpretation of materials, map reading, speaking, research, etc.
13. To take part in and be a part of all activities of the group.
14. To grow in understanding and appreciation of individual qualities, rights and problems, and so have tolerance.

"FOOD WILL WIN THE WAR" You can help!

Ghost Town News the Western Magazine is offering cash prizes to the boy or girl under 17 years of age for writing a 500-word essay or a letter on the subject:

WHY I'LL PLANT A VICTORY GARDEN IN 1943

The rules are simple and any California school boy or girl under 17 may participate. There is no expense and none need be a subscriber to Ghost Town News. An illustrated circular with all details will be mailed free upon request.

Ghost Town News is published at Knott's Berry Place which is famous for having introduced the Boysenberry to the world and for success in growing vegetables. Walter Knott started as a school boy growing vegetables for "pocket money" and he has been successfully growing them for 40 years. To help in the war effort to produce food he has planted a demonstration garden to show all how to succeed.

The next issue of Ghost Town News will contain an article by Mr. Knott that should inspire boys and girls to become interested in a Victory Garden and the demonstration garden will show them how.

Write today for illustrated circular showing this demonstration garden and full particulars of the contest now open for those boys and girls who write a letter or article. The cash winners will have their articles printed in Ghost Town News—and it is hoped these articles will cause other boys and girls to plant gardens and aid in producing what Secretary Wickard says will "... win the war."

A letter or postcard will
bring full details
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Buena Park, California

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Flying Furies

Review by Roy W. Cloud

FLYING Furies, the story of the fighter plane, by Keith Ayling, issued by Thomas Nelson and Sons, is a very attractive book describing air planes, with correct information about the mighty monsters that control the air and battle unceasingly for victory. Non-technical, it contains authoritative descriptions of the various planes used by the United States, her allies and enemies.

Foreword is by Albert L. Lewis, director, Air Youth Division of National Aeronautical Association. Illustrations, in colors, are by Wallis Rigby. Price, \$1.50.

TEACHING NUTRITION

HOME economics teachers are finding of great interest and practical value, the demonstration sheets and classroom wall-charts issued by the Educational Department of American Molasses Company, 120 Wall Street, New York City.

In developing these demonstration menus for schools, the company had several objectives in mind. It wished to make its contribution to the national nutrition program. It wishes to make its contribution to the national nutrition program. It room teacher is supplied with up-to-the-minute information on nutrition topics of current importance.

"Nutrition-Plus in the Packed Lunch" and "Place of Sugar, Molasses and Other Sweeteners in the Diet" are subjects for the first of this series.

Desert Souvenir

A FOUR-COLOR picture suitable for framing shows the Covered Wagon Train of '68 crossing the desert; now on display at Knott's Berry Place, Highway 39, two miles from Buena Park out of Los Angeles 22 miles.

This remarkable oil painting 20x60 feet took over one year to complete. A copy will be mailed you together with the special souvenir edition of our Western Magazine jam-packed with original drawings and pictures and complete description of Ghost Town and Knott's Berry Place.

Both will be mailed with current issue of our 32-page magazine for 25 cents postpaid in the U. S. A. Thousands have already viewed this great work of art and acclaim it a wonderful contribution to the history of the West.

Admission is without charge whether you stay for chicken dinner and boysenberry pie or not. Send 25 cents for all three: picture, souvenir and current issue to Ghost Town News, Buena Park, California.

Australia

GEOGRAPHY of Australia, a course-of-study for intermediate grades, prepared by Jerrine Mote of Iowa City public schools, is a 24-page illustrated bulletin issued by Australian News and Information Bureau, 610 Fifth Avenue, New York City; David W. Bailey, director.

The intermediate study-course contains 9 maps, and presents a course intended to cover 4-6 weeks. The course is planned to include as many as possible of the fundamental concepts necessary to understand Australia.

A suggested list of reading for teacher-background is given. Visual aids—films, slides, and film strips—are listed, with

the organizations from which they are available.

Outline of a Study-Course on Australia, suitable for clubs and senior grades, is a 16-page bulletin.

These publications will be sent to any teachers requesting them, without charge.

South America

PICTURE Maps of the South American Countries, by the famous school-artist Louise D. Tessin, formerly of California, published by Milton Bradley Company, Springfield, Massachusetts, is a packet of 11 large artistic outline-maps suitable for coloring and wall use. As correlative material, with information offered in the geography texts, these excellent maps serve as an inspiration for the creation of original picture-maps by the children themselves.

TWO important bulletins on South America, Central America, and the West Indies are,—

1. *A Selected List of Readable Books* for young people, by Beust, 50 pages, illustrated, 15c.

2. *Industries, Products, and Transportation in Our Neighbor Republics* (index and bibliography), by Jewel Gardiner and Jean Gardiner Smith, two distinguished California school librarians, 40 pages, illustrated, 10c.

Both are issued by U. S. Office of Education. For copies send money to Superintendent of Documents, Washington, D. C.

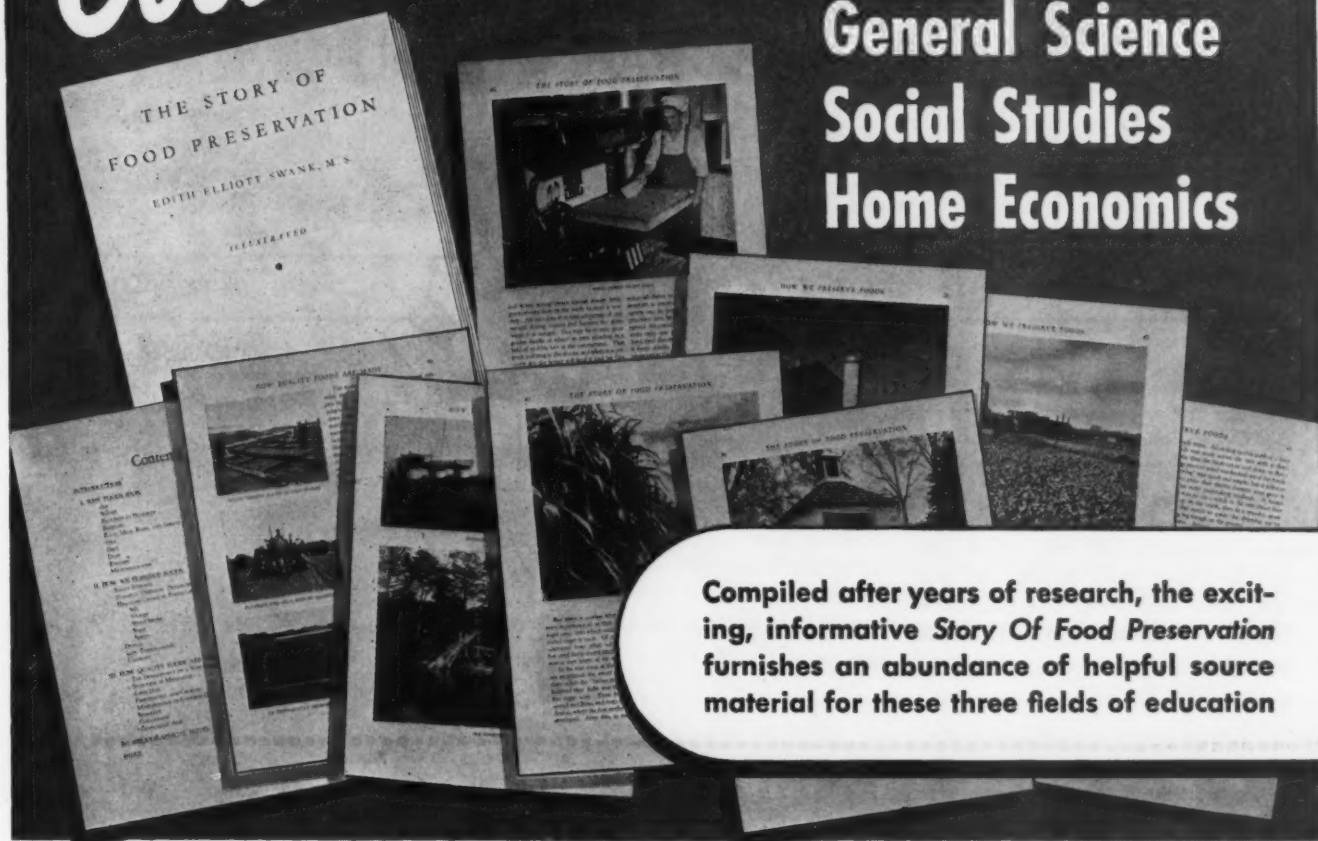
Aeronautics Workbook

AERONAUTICS Workbook, by Cornelius H. Siemens, assistant professor, University of California, Berkeley, and educational consultant, Civil Aeronautics Administration, is a basic book in the aviation-education program, serving completely unit by unit the program outlined in Leaflet 63, U. S. Office of Education.

Each copy of the workbook contains a Brown and Jackman aeronautical study-chart. This highly important text, published by Ginn and Company, is the first complete organization of the classroom activities required in the pre-flight training program. Price \$1.

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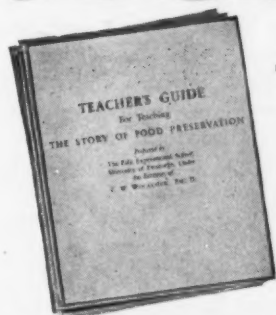


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THE TEACHER'S GUIDE

Suggests Practical Classroom Uses For The Book

This handy manual, which gives a time-saving plan for applying *The Story Of Food Preservation* to the fields of Elementary Science, Social Studies and Home Economics, has been prepared by selected educators after actual classroom experiments. It offers scores of practical suggestions for art and manual assignments, laboratory work, field trips, food tests, plays and other activities.

IN these busy days when you are teaching the timely, important subject of nutrition to your students, you'll find Edith Elliott Swank's *The Story Of Food Preservation* a tremendous asset. For this 104-page, non-commercial book with its 92 large illustrations traces, in an exciting yet simple way, the story of man's search for food and the best ways to preserve it. Dealing with a variety of fascinating subjects—Daniel Boone and his quest for salt, Johnny Appleseed, the lore of spice, modern canning methods—the book combines romance, adventure and history with an abundance of source material for the study of nutrition.

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Ladies' Home JOURNAL

Sierra

EDUCATIONAL NEWS

JOHN F. BRADY *President*
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VOLUME 39 183

JANUARY 1943

NUMBER 1

CTA SEMI-ANNUAL MEETING

DIGEST* OF SEMI-ANNUAL MEETING, CALIFORNIA TEACHERS ASSOCIATION
STATE COUNCIL OF EDUCATION, LOS ANGELES, DECEMBER 5, 1942

Roy W. Cloud

STATE Council of Education held its regular semi-annual meeting, December 5, at Biltmore Hotel, Los Angeles, President John F. Brady presiding. The Pledge of Allegiance was led by Mary Virginia Morris of Los Angeles, vice-president of the association.

Proxies were accepted and seated as members for the day. CTA members present on invitation of the Sections were given the privilege of the floor for the day. Minutes of the April meeting were approved.

State Executive Secretary, Roy W. Cloud, made his report, closing as follows:

At this time I wish to thank the Board of Directors, the officers and members of the State Council and of the Sections, all of the teachers of the State who are enrolled in California Teachers Association, and my associates at headquarters for the fine support which has been given me, not only throughout this past year but through the years it has been my good fortune to serve.

The report was accepted. It was moved and carried that the meeting

* Complete minutes, with committee reports in full, may be obtained by addressing CTA State Headquarters, 155 Sansome Street, San Francisco.

adjourn in honor of Arthur Henry Chamberlain¹ whom Mr. Cloud had memorialized.

Mrs. Edward I. Hale of San Diego, president of California Congress of Parents and Teachers, extended greetings and made an excellent statement concerning her organization.

Thelma Missner of Oakland, chairman, Special Tenure Study Group, and Edna Maguire of Mill Valley, chairman, Tenure Committee, presented their reports which were adopted.

Report of the Special Tenure Study Group

SINCE the last meeting of the State Council, the Special Tenure Study Committee has been working with the Tenure Committee of the California School Trustees Association. Last May, this Committee as well as two members of the regular CTA Tenure Committee met with the Tenure Committee of the School Trustees Association in Bakersfield. At that time, the Trustees Committee was considering the possibility of establishing Boards of Review whose decision would be final, thus denying court trial to teachers who had been dismissed. That proposal has been dropped and your Committee believes that is one result of our deliberations with the Trustees

Tenure Committee last spring. The most frequent demand voiced by the Trustees was for the easier dismissal of teachers and for some means to reduce to a minimum those cases which find their way into the courts to the embarrassment of both parties. Members of the CTA Committee suggested that the establishment of Preview Boards which are now permissive under the law, merited their consideration.

Preview Boards

In September the California School Trustees Association Tenure Committee presented a number of recommendations re proposed changes in the tenure law to members of their Association meeting in annual convention in Los Angeles. These included provisions for a "ceiling of 66⅔ to be placed on the number of certified employees in a district who might be granted tenure; that the probationary period be extended from 3 to 5 years; that in districts having an a.d.a. between 850 and 4,000, term contracts of five years be granted in lieu of tenure and other proposals. However, the only recommendation acted favorably upon by the Trustees Association was their proposal re the establishing of Preview Boards. The Special Tenure Committee has given serious consideration to their outline of proposed amendments to the Tenure law which would lead to the creation of such boards. We believe such boards may be advisable for the following reasons:

1. Such Preview Boards, if written into the code, would protect persons testifying against libel or slander suits.
2. Legislation would provide for meeting the expenses involved.
3. More groups would take advantage of this procedure if it had legislative sanction.
4. The very fact that such a Preview Board were available would encourage trustees to grant tenure who are now loathe to do so.
5. The procedure, which permits the gathering and presenting of facts, would tend to decrease widespread charges of incompetence. If a district fails to take advantage of this procedure, it could reasonably be assumed that it had no incompetent teachers.

1. See this magazine, December 1942, Pages 7-9.

6. The Preview Board is a **changing** and not a **continuing** board.

7. When true facts are established derogatory to a teacher, the teacher in most cases will resign and further action becomes unnecessary. On the other hand, if the teacher fails to resign, the data which has been collected in an orderly fashion is available for further use by the dismissing board.

In spite of the fact that these advantages were noted, the Special Tenure Committee found certain weaknesses in the trustees proposals as outlined by Mr. Althouse, chairman of their Tenure Committee. 1. The personnel of 5 members consisting of the County Superintendent, a member of the County Board of Education, a member of a governing board of trustees chosen from a district similar in type and size within the county in which the office of the complaining board is located, a superintendent or principal from another district similar in size and type within the same county, and a teacher from any district within the county or similar type and size, is both heavily weighted in favor of the administrator and inapplicable to several counties in the state; 2. The Committee similarly could not approve of all the procedures of the Preview Board as outlined by the Trustees committee to date. However, the members of the Committee believe the principle of the Preview Board is sound and so stated in a report made to the CTA Tenure Committee the evening of December 4, 1942. (For action taken by the Tenure Committee, please refer to their report.)

We would like the opportunity of working further with Mr. Althouse and his Committee to the end that the weaknesses apparent in their proposals may be ironed out before the beginning of the legislative year.

Report of the Tenure Committee

The Tenure Committee met Friday, December 4, from 9:30 to 12 and on Friday evening from 6:30 to 10, as a joint committee with Miss Missner and the Special Tenure Working Committee.

The Tenure Committee voted to re-enact Section 5.534 of the School Code to protect the tenure rights of permanent employees and the contractual rights of probationary employees on leave-of-absence who are in the armed forces or the Red Cross.

It was moved, seconded and carried that the auxiliaries of the armed forces namely the WAACS, the WAVES and the SPARS be included in this protection on leave-of-absence for the duration as in military service.

Also to designate as "substitute teachers" those who take their places. Such classification as "substitute teachers" shall not permit the district to disregard the minimum salary law as specified in Section 5.751.

(This was approved and referred to the Legislative Committee.)

It was moved "that a resolution be sent to the State Superintendent of Public Instruction requesting him to include in the "California Schools" a clear explanation of the requirements in the law that a substitute must be paid at least minimum pay and that this also be published in the Sierra Educational News. Seconded and carried.

It was moved, seconded and carried to delete paragraph 3 of Section 5.534 "This section shall have no force and effect from and after the expiration of two years following its effective date."

It was moved, seconded and carried to ask the attorneys, Mr. Beyer, Mr. Eberhard and Mr. John Brady, to frame changes in Section 5.534, 5.710, 5.711 and 5.712 so as to take care of employees to be dismissed on account of loss of average daily attendance for the duration, the wording to be worked out later.

Compulsory Leaves

In connection with section 5.711, it was moved, seconded and carried that in junior college districts compulsory leaves of absence may be made in subject matter fields in inverse order of employment for the duration and limit the application of this to Sections 5.710 and 5.711. It is also intended to safeguard rights of tenure and retirement in case of increase in average daily attendance or on re-establishing a particular kind of service. The wording of this change will be worked out later.

In Section 5.402, to delete the words "Not under permanent Tenure," so that the Section will read "Any certificated employee who shall fail to signify his acceptance within 20 days after notice of his election or employment shall have been given him or mailed to him by United States registered mail with postage thereon prepaid, to such employee at his last known place of address by the clerk or secretary of the governing board of the school district, shall be deemed to have declined the same."

The Tenure Committee unanimously voted NO on this proposal, as it was felt it might give boards a chance to get rid of teachers on tenure.

It was felt that permanent teachers were taking an unfair advantage in not returning to their jobs and not notifying local boards of their intention. It was felt that some change in the present law should be made, but lack of time prevented the attorneys preparing such recommendations so no action was taken on this recommendation by the Tenure Committee.

In Section 5.384 (p. 288) in addition to the causes listed, "Conviction for murder and conviction for contributing to the de-

linquency of minors" shall also be causes for revocation of certificates or credentials. It was moved, seconded and carried to send this measure to the certification committee with a recommendation that action be taken on it.

A request for the Tenure Committee to consider that the tenure period shall not begin during the time that a teacher in a defense class is teaching on an emergency credential, but the tenure period will begin when such teacher secures a regular or special credential, was considered, and it was approved, on motion, duly made, seconded and carried.

Miss Missner, Chairman of the Special Tenure Study Group, reported on the proposal of the State Trustees Preview Board plan.

It was moved to accept the principle of a Preview Board, as such, and to recommend that such Board be composed of 2 selected by the teacher, 2 selected by the complaining board and the 5th member to be selected by the other 4 members unanimously. The motion was seconded and carried.

It was moved, that both Chairmen, Miss Missner and Miss Maguire, choose 5 from those who had contacted the Trustees to confer with the Trustees and to ask the Council to set up funds for this purpose. The motion was seconded and carried.

President Brady then made an outstanding and inspiring address reporting the summer conference in Washington, D.C. See Page 11.

Otto W. Bardarson of Carmel, chairman of Committee on Financing Public Education, reported for his committee. The report was adopted.

Financing Public Education

THE California Teachers Association Committee on Financing Public Education devoted the whole time of its meeting solely to consideration of the proposal that state apportionment to the elementary schools be increased from \$60 to approximately \$80 per pupil, per annum, in average daily attendance. This proposal has been presented on previous occasions and has received the approval of the State Council of the California Teachers Association and its Board of Directors. We now propose to present a statement of need and a draft of the legislation we hope to see enacted.

The people of the State of California on repeated occasions and throughout their entire history have declared their desire to maintain adequate education for their children from the earliest years to the various

stopping places according to the individual. Such desire has been expressed in the halls of labor, in service and business groups, by the Parent-Teacher Association, by our State agricultural bodies, in our own legislature. It is the purpose of this piece of legislation to call attention of the people that the needs of children at the elementary level are not now adequately met, that such needs are acute and are important enough to be of emergency nature. The present elementary children are the persons upon whom will fall the largest responsibility and burden for healing the wounds of the present war and maintaining the future peace. They must not be allowed to become war casualties. For reasons to be given, it is now proposed to plan an increase in State appropriation for elementary schools to bring the educational offerings more nearly in line with recognized need.

Our present emergency is causing a rural teacher shortage. War industries find it easy to hire teachers that are receiving monthly teaching salaries of \$110 to \$125 a month. Teachers are faced with rapidly increasing living costs. The great decline in State Teacher College enrollment shows that our young people are also entering war industries instead of preparing for teaching. The rural areas are entitled to the same advantages as the centers of greater population. Classes with more than 50 students are not uncommon. This condition should not be forced on school districts in California. Every item purchased by a school district to maintain and operate schools costs more money. Population shifts have caused unusual burdens. Population increase of more than 100% is not unusual. The same problems will again occur at the end of the war with new population shifts. Many thousand new citizens are in California. Thousands of these new citizens will become permanent.

Maintain Standards

These funds will maintain our present standards. Teachers will be kept on the job so that California's children will continue to get a square deal.

The draft of this proposal which is herewith appended is for the time being called "An Act to Provide For the Support of the Public Elementary Schools of the State of California." The act by increasing the teacher unit apportionment from \$1400 to \$1700 will raise \$7,032,200; by increasing the apportionment per pupil in average daily attendance from \$30 to \$40 will raise approximately \$6,573,420. Total amount raised would be \$13,605,620 (on the basis of previous attendance figures).

The act in itself is essentially an equalization proposal. We are asking the State council to endorse this proposed legislation and we are asking the Board of Directors

and our Secretary, Roy W. Cloud, to take necessary steps to bring about enactment of this aid to the elementary schools. The Finance Committee stands prepared to continue its efforts but it is imperative that the strength of all teacher groups be coordinated to achieve success.

The Committee discussed the desirability of utilizing a portion of this fund to aid those elementary schools throughout the state known to be in special and dire need. It was pointed out that a separate enactment providing for a method of disbursing monies would be required if this were to be alone. Mrs. Tibby moved, and the motion carried, that a portion of the monies to be raised by the new aid be set aside as an equalization fund, the monies to be disbursed by the State on the basis of the greatest need.

Special Subcommittee

A committee consisting of Frank Wright, T. C. McDaniel, Walter Morgan, and the Chairman, was appointed to consider the motion further and to determine what controls should be set up for the disbursement of monies from a special equalization fund. We will await the report of this committee before making further recommendations.

In closing I wish to reiterate the wish of the Committee that every effort be expended to secure enactment of the proposal under discussion. It will represent a great step in the advancement of education in the State of California.

The Chairman wishes to acknowledge fine assistance rendered by committee members throughout the year and in the Committee meeting yesterday.

Dr. Aubrey Douglass of Sacramento, representing State Superintendent Walter F. Dexter, extended greetings from the State Department of Education.

W. K. Cobb, Ventura County superintendent and president of California School Superintendents Association, extended greetings from his group.

Members of the California Student Teachers Association Executive Board were then presented by President Brady and by Thomas Papich, UCLA, president of the group.

Louise Beyer of Berkeley, chairman of the Retirement Committee, presented her report which was adopted. She also reported that the Working Committee, with the approval of the Retirement Committee, recommends that the Council authorize the Board of Directors to have the bill drawn immediately and submitted to the Legislature. This recommendation was adopted.

Report of the Retirement Committee

THE Retirement Committee met Friday, December 4, from 11:30 to 4:30, with a short recess for lunch. After much discussion, the committee passed several motions, some of which were later reconsidered and rejected. Reports were made from several local groups and from the ballot issued in Sierra Educational News.

A motion was made that the Retirement Salary Committee go on record as endorsing a basic minimum retirement salary of \$75 for every teacher of the state. Carried.

It was moved that the Working Committee draw up a plan which would provide a minimum retirement salary of \$75 for every teacher of the state. Carried. It was moved that the Working Committee draw up a plan which would provide a basic minimum retirement salary of \$75 without jeopardizing the present local retirement systems.

In the second session it was moved that the words "basic minimum" be stricken from the above motion. Carried.

It was moved that the Working Committee draw up a plan with the minimum retirement salary of \$75 set at 60 years of age and with 30 years of service; but that retirement be permissive after 30 years of service with a minimum retirement salary of \$60; this minimum of \$60 also be provided for the retired teachers. Carried.

It was moved that the Working Committee draw up a plan whereby there be no compulsory annuity above \$75 but that an optional annuity be provided for all teachers of the State. This motion was lost but later reconsidered and carried.

It was moved that the cost of the plan be based upon 50% of the cost being borne by the state and district and 50% by the teacher with the cost of some accrued liability to be borne by the state. Carried. The word district was included only to indicate a continuance of its present contribution but without further increases. The Working Committee met for breakfast this morning to summarize these motions in the following statements:

1. Teachers not in cities having local retirement systems who have served 30 years or more shall

a. Provided they have attained the age of 60 or more receive \$75 per month.

b. If they retire before age 60 receive between \$60 and \$75 per month depending on the attained age at retirement.

c. Receive not less than \$60 per month.

2. The financing of the above shall in no way jeopardize the present local plans.

3. Retired teachers shall receive \$60 per month with all refunds eliminated.

4. The cost of this plan shall be borne 50% by the State and district, with the district contribution remaining the same as at present, and 50% by the teacher.

5. The Working Committee has been re-

quested to immediately develop the plan on the above bases. This plan is to be submitted by mail to the Retirement Committee for approval.

Walter T. Helms of Richmond, chairman of the Legislative Committee, made his report which was discussed at length.

Secretary Cloud requested that the Council stand for a moment before adjournment in honor of the late F. L. Thurston of Los Angeles, who had served so faithfully and efficiently for many years as executive secretary of the Southern Section. The meeting then recessed.

PRESIDENT Brady called the afternoon session to order at 1:45 p.m. John R. Williams of Stockton, chairman of County Superintendents Committee, made a report which was accepted.

Mr. Helms then moved the adoption of the Legislative Committee report which was carried.

Miss Beyer, NEA State Director for California, next reported. See Page 13.

Norma Britton of Oakland, chairman of the Childhood Education Committee, made a report which was adopted.

Childhood Education

Committee on Childhood Education met at breakfast December 5.

The Committee appreciates the recommendation made by Mr. Cloud that the Association for Childhood Education be represented in the formulation of the bill which the State Department of Education has been requested to draft regarding child care.

The recommendations of this Committee for CTA are hereby submitted:

1. That CTA assume the obligation, as a definite part of its legislative program, to provide the necessary leadership and coordination between all interested groups to secure legislation to serve the following ends.

- a. State support for kindergartens as an integral part of the State school system.

- b. Legislation necessary to enable the State of California to administer State funds and federal monies provided under the Lanham Act for the education of children under the age of 4 years 9 months.

- c. Permissive legislation for the establishment by school districts of nursery schools, such schools to be established in accordance with the regulations to be determined by the State Department of Education.

- d. Provision for emergency care for pre-school children and children of school age before and after school hours.

2. On its part, the Committee for Childhood Education will assume the obligation to promote the above legislation before the following groups and any others deemed advisable or recommended to us: American Association of University Women, League of Women Voters, State Chamber of Commerce, State Business and Professional Womens Clubs, National Association of Manufacturers, American Legion groups and

Auxiliaries, etc., State PTA, California Taxpayers Association, Junior Chambers of Commerce, State Labor Groups, State Farm Groups, Service Clubs.

Dr. Arthur Gist of Arcata reported for the Youth Problems Committee in the absence of Chairman Edith Pence, who had been detained by transportation difficulties.

Abby Perry of Long Beach, chairman of Classroom Teachers Problems Committee, stated that her report would be sent in writing for inclusion in the minutes.

Cecelia O'Neil of San Jose, chairman of the Equal Opportunities Committee, made a report which was adopted.

Lucile Batdorf of Oakland, chairman of the committee on New Voter Preparation, made a report which was adopted.

Dr. William R. Odell of Oakland, chairman of the Professional Growth Committee, stated that his report would be sent in writing for inclusion in the minutes.

E. P. Mapes of Willows, chairman of the Public Relations Committee, stated that his report would be sent in writing for inclusion in the minutes.

MR.S. Ida May Burkett of San Diego, chairman of the Committee on Relations with Affiliated Organizations, reported as follows:

Looking toward the unification of the total program of education in the State of California, this committee unanimously authorized the appointment of a committee to make recommendations and submit plans for a joint State meeting of all affiliated organizations represented in the California Teachers Association in one annual meeting.

The object of such a plan is to increase the effectiveness and to unify the educational functions of all organizations concerned.

The American Association of School Administrators and the National Education Association plan annual meetings of this type.

A second objective is the elimination of a great number of state meetings scheduled throughout the year from October to June. Fewer meetings would also decrease the number of requests for leaves of absence from school duties.

George Lockwood of Glendale, chairman of the Committee on Teachers Salaries, made the following progress report:

Your committee met December 5. It requests that an explanation of the two methods of 12-payment salary plans, or laws, be prepared and published in Sierra Educational News.

The proposed bill to create a minimum salary of \$1560 for teachers was approved.

The committee adopted the following recommendation:

That the committee recommend to the State Council that the Staffelsbach Plan for salary adjustment (which adjusts for changes in cost of living) be considered and applied, if possible, by salary committees, retirement committees, and legislative groups considering minimum salary laws; and that, if possible, the Staffelsbach Plan be adopted as a general guiding policy by the organization.

Harold Seal of Long Beach, chairman of the Sick Leave Committee, made the following report which was adopted:

The Sick Leave Committee recommends the following:

Amend Section 5.720 to provide as follows:

- a. That teachers absent on account of illness or injury be given full pay for at least 5 days.
- b. That all unused sick leave at full pay be accumulative year to year to a maximum of at least 25 days.
- c. That Boards of Education be empowered to set up such reasonable rules and regulations regarding proof of illness or injury as seems necessary or desirable.

Report of the Committee on Junior College Problems was next called for. In the absence of chairman, Dr. Samuel Cortez, C. S. Morris of San Mateo reported. His report was adopted. Dr. Cortez, then present, made an additional report, also adopted.

H. W. Kelly of Bakersfield, chairman, Committee on Adult Education, made the following report which was adopted:

The Committee on Adult Education recommends the following plans for the continued emphasis on giving adults the best educational opportunities possible during this time of crisis:

1. Zone transportation in order to cooperate with the government in conservation of rubber. Every attempt should be made by the evening school administrators to work out efficient plans for adults to get classes by surveying the community to eliminate any unnecessary use of automobiles in attending classes.

2. Take classes out to smaller sections in the community. We realize the better values of having classes at the main school plants where facilities are much better educationally but there is a need for sacrifice now so let's do it and yet have all the adult education possible.

3. Build up modified forums with smaller groups in the community and hold them in more places within the community.

4. Care must be given by administrators in asking for relaxation for credentials for instructors and still make use of the many practical people in the several communities.

5. Adult schools should make surveys and enlist all assistance possible to find the non-citizens so that Americanization classes may be conducted in the fullest extent during this war period. Reemphasize the offerings the school has for these people.

ROY SIMPSON of South Pasadena, Chairman, Committee on Certification, made the following report which was adopted:

1. That credentials be automatically revoked when the holders thereof are convicted of a crime listed in 5.384 of the School Code and that to the causes listed for revocation in 5.397 of the School Code, "murder" be added. (This action was taken in compliance with a request for consideration made both by the Tenure Committee and the Legislative Committee.) The motion was carried by a unanimous vote.

2. That the State Department of Education be requested to prepare legislation to
(Please turn to Page 29)

EDUCATION AND WAR

NATIONAL INSTITUTE ON EDUCATION AND THE WAR AT WASHINGTON, D. C.

Synopsis of an Address by John F. Brady, President, California Teachers Association*

1. In attendance: school superintendents, college presidents and deans, secretaries of state teachers associations.

2. Theme: Converting education's strength to the one and only task now before the American people—WINNING VICTORY.

3. Personnel conducting the Institute is given on Page 9 of our October 1942 issue.

Paul V. McNutt on wartime demands for trained manpower. Excerpts:

Paul V. McNutt

The Army and Navy are crying for skilled men, mechanics, radio technicians, engineers. War industries, too, are crying for skilled men and women. One Navy expert went so far as to say "When the battle-fleets meet in the Pacific, victory will go to the side with the best mathematicians."

The U. S. needs education today as it never did in its history. Our schools are part of the Victory production-assembly lines. Our schools are Army and Navy training-centers. In 1917 a high school math or physics course meant little to a soldier. Today's Army is an army of experts.

The Army of Education has served its country well. No Army or Navy anywhere enters the conflict with its personnel as well-schooled as ours. Victory may be the product of our educational preparedness.

1500 vocational schools have trained some 3,000,000 men and women for work in war industries. Our colleges have trained thousands who are now leaders.

Education's assignment is to be increasingly greater than heretofore. Teachers, administrators and students must stand ready to shoulder new and heavier war duties. Every counsellor and teacher in high school must qualify himself to counsel with his students, so that the best capacity of his students may be developed for the Nation's service.

Every high school boy should be considered as in the reserves. He should start immediately to qualify himself to render his best service.

Every teacher should stay at his post unless the Army or Navy or Industry should draft him for work of higher priority-rating. It is the patriotic duty of teachers to continue teaching despite the lure of service on other fronts. Teaching is war work.

Schools must be the Company Headquarters of the Home Front. But Education "as usual" is out. Education can help materially in shortening the distance to victory. No service being rendered today is more vital to victory than education.

General Somervell

Lt. General Brehon Somervell on "Time Is Not On Our Side." Excerpts:

We are engaged in total war. Total war reaches into every phase of the Nation's life. Every classroom is a citadel. Every teacher has a part to play. The service of every student is needed in the total effort. The job of the Armed Forces is to win this war on the battlefronts. The job of industry is to furnish the weapons and supplies. The job of the schools is to train and educate the Nation's manpower for war and for the peace to follow.

We can lose this war on the battlefield as a direct result of losing it on the industrial front or on the educational front. Education is the backbone of an army, and this is truer today than ever.

Our Army is an army of specialists. Out of every 100 men inducted in the service, 63 are specialists. We are not getting those 63 specialists through the induction centers. But we must get them from the schools, as the Army and Navy have not the time to educate this vast group after they are inducted.

We must have specialists—men who know the fundamentals of electricity, automotive mechanics, men who can operate radios or dismantle carburetors.

Shortages of specialists in major fields alone for the Army adds up to 838,040 in an army of 4,000,000.

This shortage is acute and must be corrected. When the Army was small it was relatively simple to train our own specialists. Facilities were ample and instructors easy to acquire.

The Armed Forces cannot train men to meet the expanding demands. We're in a hurry. Our job is to teach men to fight. We cannot longer take the time and we have not the facilities needed for training specialists. This is education's job. And we're in a hurry. Can you help us?

Schools and colleges must become pre-induction training centers for our Armed Forces, leaving the Armed Forces free to train men in the combat-techniques. There must be an all-out effort on the Education Front. Every able-bodied boy in America is destined at the appointed age for the armed services.

Every school in America must do its full part. There is no compromise. It may be that you can devote only one or two periods a day to pre-induction training. It may be that you will be called upon to devote your entire plant and facilities for the duration. It may be that you can provide special training for special students. But whatever you propose to do, be sure that it is your total effort. Victory depends on your action.

Every boy and girl must be given specific education for military or civilian participation in the war effort.

High schools should inaugurate pre-induction courses in Fundamentals of Electricity, Machines, Radio, Auto-Mechanics.

Dean James M. Landis on wartime calls for volunteer service. Excerpts:

The business of civilian defense is to keep America as normal as possible. First duty of school personnel is to plan for the protection of children. No need for alarm but need for taking every precaution.

By cooperating with local civilian defense committee you become part of a force working for civilian morale. City schools should be a part of local protective services. Drills should become routine and automatic.

First aid courses and home-nursing should be compulsory on junior college level.

Teachers should align themselves with civilian defense. School plants should be at disposal of civilian defense authorities. Render all aid possible to civilian defense authorities. Train workers for civilian defense services.

General Hershey

Major General Lewis B. Hershey. Excerpts:

Drain on manpower will be continuous. Schools must adapt themselves to the continual drainage of personnel. There is no security of deferment for any able-bodied man. The question of deferment except by an overall study of the whole manpower situation.

* At CTA Council of Education, semi-annual meeting, Biltmore Hotel, Los Angeles, December 12, 1942. See also this magazine, October 1942, Pages 9-11.

Manpower Shortages

Fowler Harper, Deputy Chairman, Manpower Commission. Excerpts:

We don't have enough people in any field to do a maximum job. We must allocate to overcome, as best we can, the shortage in strategic fields; must get many millions more employable people into war services.

There are 35 major industrial areas where there are shortages; this will double. Next year agricultural labor problem will be acute. The great reservoir of labor is women. You must prepare them for tasks which are new to them.

"Education 'as usual' is out for duration. Teachers must train for the war effort. Readjustment of the usual way of thinking is one of the hardest sacrifices.

Arthur S. Fleming, U. S. Civil Service Commissioner. Excerpts:

There is a tremendous need for trained personnel in government positions. Job of training cannot be delayed. 2,300,000 civilian employees on Federal Government rolls; will increase a half-million a year.

Must get trained personnel in shortest possible time. Train girls and women for civilian tasks. Must train the physically handicapped for positions. Education resources of each community must be made available for the procurement of this help.

Brigadier General L. F. Kuter. Excerpts:

Our business now is to readjust our normal ways of thinking and doing, and get into the business of preparing our pupils for their best service in the war effort and to do it in a hurry.

The Armed Forces have had to re-teach fundamentals of arithmetic and our time is too valuable for this.

An over-all war program must be established now which will call for the active participation of all our 7,500,000 boys and girls of senior high age, as they must be considered in the active reserves. Education "as usual" is out. Math courses must be condensed.

Most important deficiency is in basic fundamental instruction in math and physics.

Imperative Aviation

Captain A. W. Radford. Excerpts:

Naval aviation has a debt to acknowledge to the schools of America. This debt is for the splendid young men you have trained and sent to us.

When we see the type of young men we are getting,—clean of mind, clean of body, clean of purpose,—it gives us a tremendous feeling of pride and faith. Pride that our people can produce such youth; that our schools can shape their minds toward the fine and honorable things of life, and faith that they will make good use of the Victory toward which we are striving.

Our aviator must be prepared to spend many consecutive hours in the air and react as rapidly at the end as he did at the beginning.

He must be prepared to fly 400 mph at great heights and make split-second decisions that may be decisive. There can be no pause for reflections in an air battle, nor can reflexes be sluggish when the sights come on.

A man's body must be his friend and ally.

Hard, Tough Bodies

We recommend a program of intensive physical training, to build hard, tough bodies that will respond to all demands, under any conditions.

The moral stamina which our boys possess must be reinforced with physical stamina.

We do not expect supermen, just normal, manly, everyday boys, eager to serve their country, whose bodies have been rigorously conditioned physically.

Encourage students to exercise regularly, to play tennis, soccer, baseball, basketball, football, and above all — *teach them how to swim.*

We want to drive home to the boys who wish to enter naval flying that they cannot have enough mathematics and physics.

If they have finished algebra and geometry have them continue on through trigonometry and solid geometry. Encourage others to start mathematics.

You should arrange so that boys desiring to enter this service may be allowed to review arithmetic, algebra, geometry, trig and physics. Geography, manual-training, shop-work are excellent, but all are subordinate to the prime necessity for the aviator's need for mathematics and physics.

Courses should be made available at school. Teachers should be prepared to guide and to help boys in planning their work.

It will be a reflection on the willingness or the ingenuity of students, or teachers, or both, if any boy from our schools seeks induction into any branch of the Armed

service and is lacking in the fundamental skills which he might now prepare himself in.

And behind those who fly are the ground crews, mechanics, ordnancemen, signalmen; the thousands of specialists needed to get the planes into the air. They too, need math and science and shop work. Teach them cooperation and team play.

Price Control

Leon Henderson, director OPA, on how we shall adapt the curriculum to meet war and post-war needs. Excerpts:

Price control is as vital as producing armies. It is the people's way of waging the war successfully. This is a people's war in the sense that civilian casualties will measure up to those in the armed services.

Schools must emphasize consumer education. No group better qualified by their position to fight inflation. Price control and rationing is a powerful instrumentality in testing the strength of democracy; everyone sacrificing for the general good.

Dictatorships have failed miserably in price control. It will be to the everlasting credit of our democracy if public opinion sanctions price control and rationing. The closer we come to victory, the more we will need to gird ourselves for the k.o. The point is to try to explain why it is you can't expect to be getting more sugar, coffee, rubber and other things that depend on shipping, just because the war might be turning in our favor.

The fact that we are in action and drawing ahead presupposes that we are using a prodigious amount of shipping in supplying our Armed Forces, hence less shipping is to be available to bring goods to the civilian trade. It is for the schools to assist the government in enlightening the people of America.

This country has never known before how to accept the sacrifices incidental to rationing and to price, rent and wage control.

New Curriculum

CCOURSES of study should:

Emphasize the fact that global war has given rise to such unexpectedly vast problems that the administrative organization of government is taxed to keep up with them.

Discuss stabilization of prices: the purpose. Discuss military expenditures.

Price ceilings: their purpose.

Compare national income of 1939 with military budget of 1943 (15 times).

Necessity for decline in production of civilian goods.

Show how wartime incomes tend to boost prices (as at an auction).

Preach the necessity for:

Willingness to pay more taxes. (If war expenditures were to be financed by tax on incomes only, an average tax of 50% on all incomes, without exemption, would be necessary.)

Willingness to be rationed.

Willingness to buy bonds and stamps as a saving.

Willingness to join with neighbors in rendering wartime services.

Willingness to reduce non-essential buying.

Show the penalty of neglect to do one's full duty in these matters.

Runaway prices will cripple the schools.

Unless price trends are stopped, people least able to bear burden will be hurt.

Persons living on fixed incomes without increase to match the increased prices since 1941 have suffered an 18% reduction. Teachers' purchasing power is in process of a nose-dive that can be stopped only by price-control. Schools must educate people to do everything possible to stem the rise in prices.

* * *

School Library Association of California, Northern Section, held a Book Brunch November 8 at Hotel Whitcomb, San Francisco. Theme of the meeting, in collaboration with the English Teachers Association, was the literature of Latin America. A bibliography of Latin American literature, by Alice Cooper, San Francisco Junior College and Margaret Girdner of San Francisco Bureau of Texts and Libraries, was distributed and the books were displayed.

Speakers were Marguerite Connolly of Marina Junior High, San Francisco, who as a president of the English Teachers Association gave the highlights of their November meeting; Jessie Boyd of University High School, Oakland, who represented the SLAC at the English teachers meeting; Margaret Girdner, who discussed the bibliography; and Quail Hawkins of Sather Gate Book Shop, Berkeley, who arranged the book display. — Patricia Wright, Salinas.

* * *

Three Longmans Books

LONGMANS, Green and Company, publishers, 55 Fifth Avenue, New York City, have issued three books of more than usual current interest: 1. *The Pageant of South American History*, by Peck; 2. *The Pageant of Chinese History*, by Seegar; 3. *The Pageant of Japanese History*, by Dilts; three companion volumes, handsomely printed and illustrated, each \$3.

Issued for general reading, this attractive series also has a special place in the libraries of junior and senior high schools, large elementary schools, colleges and junior colleges, as source-books for reference purposes.



Mrs. Earl G. Gridley, formerly
Louise Beyer

Join the NEA

Louise Beyer, Berkeley,
NEA State Director for California

YESTERDAY and today,* we have been concerned with child and teacher welfare and the school's part in the total war program. We are all aware of the fact that our future places and hopes for the maintenance and improvement of present standards of child and teacher welfare depend upon our winning of the war.

In the total program all local, state, and national associations have specific tasks which must be done. I cannot outline all the work the National Education Association is doing, but I will mention a few matters that you may carry back to your teachers.

1. The NEA at its Boston meeting, 1941, began its work for an amendment to the Hatch Act that was introduced in the Senate, passed by Congress and signed by the President on October 24, 1942. This amendment frees teachers from the restrictions of the Act and restores to them their full rights of academic freedom and citizenship. (See this magazine, December 1942, p. 6.)

* Miss Beyer made this statement at the State Council of Education meeting, December 5. She here refers to the numerous Friday and Saturday committee meetings.

Miss Beyer and Earl G. Gridley were wed December 19, 1942.

2. The campaign for Increased Federal Aid for Education is being led by NEA and its departments. The problem is familiar to all of us. We have both approved it in principle and endorsed it at our annual meetings. However, only recently, the influx of children from states not as fortunate as California, has brought home to us the fact that it matters very much to California and to us that all the children of the nation should have an opportunity to participate in a well-planned program of physical fitness, to learn a few simple rules of sanitation and personal hygiene and to become literate, clear-thinking citizens.

These two problems are only a small part of the total NEA program. Obviously, heavy expenditures are necessary for the work.

When you return to your homes, will you please do everything you can to impress upon the teachers that they are a part of the NEA. What they do or fail to do not only affects education's part in the total war program, but affects them personally as well.

Demands are heavy on teachers as they are on all citizens, but teachers should eagerly support the organizations which speak for them and work for their welfare and for the welfare of children and youth.

* * *

The American Republic

THE Growth of the American Republic, by Morison of Harvard and Commager of Columbia, first published in 1930, now appears in its 3rd edition, revised and enlarged, two substantial volumes of nearly 1,000 pages each, issued by Oxford University Press, 114 Fifth Avenue, New York City, price \$3.50 per volume.

Since the original publication in 1930, this book has come to be generally accepted as the best short history of the United States ever published.

The present book is a major revision and can be considered virtually a new book. More than 300 years of colonial history have been added to the first volume. Many interesting textual revisions have been made in the light of the latest historical perspective. Volume 2 has been brought up-to-date, to the present year of the War.

The Office of the Coordinator of Inter-American Affairs has chosen this book as the one American history to be translated and promoted in the 20 Latin-American republics. The selection was made by the committee on publications, headed by John Peale Bishop, and the MacLeish-Lydenberg committee on literature.

AND WHAT OF SPELLING?

Edward Morley Krise, formerly in charge of Educational Adjustment, Polytechnic Senior High School, Riverside, now Corporal, U. S. Army Air Force, Psychological Research Unit No. 3, Santa Ana Army Air Base

LOOK it up in the dictionary!" For generations students have been getting this advice from their teachers when they have wanted to know how to spell words. The advice is good as far as it goes, but do you use the dictionary as a source or a crutch? Do you *look* at a word when you consult the dictionary? Do you know how you *should* look at a word to learn to spell it? Even more important, do you know whether you are a person who cannot become a good speller by looking at words?

One of the first lessons a freshman in college learns in his course in elementary psychology is that we become acquainted with our world only through our senses; that we cannot be aware of or know anything unless it stimulates some one or more of our sense-organs. To remember an event or thing accurately is to be able to reproduce an accurate image of it after it has ceased to stimulate our sense organs. Some people remember things more accurately when one sense rather than another is stimulated; some things stimulate only certain senses, and some things to be learned can be so presented that they stimulate one rather than another sense organ.

Such is the case for spelling. Words to be learned can be presented to the visual sense through the eyes, to the auditory sense through the ears, to the kinaesthetic sense through the muscles, and, by the use of braille, to the tactile sense through the sense organs of touch. But they cannot be presented so that they stimulate the sense of taste or the sense of smell. Furthermore, most people, according to their past experience, learn to spell more readily if one sense rather than another is stimulated.

But a great majority of us favor either our visual or auditory sense because this is primarily a seeing and hearing world; that is, most of our ex-

periences are of a visual or auditory nature, and therefore we become more adept in forming accurate images of such experiences or reproducing them. According to one's balance of experience he will favor one or the other. But yet, during the early years of a small minority of people this is primarily a manipulating and touching world. Most of their experiences are muscular and tactile. These may be the children of busy parents who do not find as much time as most to talk to their children (auditory experience) or show them things (visual experience). These children spend a greater part of their time alone, touching and manipulating things. Such people will probably favor either their kinaesthetic or tactile sense in learning. In spelling they would favor the kinaesthetic sense, as this material is not readily adapted to the tactile sense.

Three Sensory Types

The first step in overcoming your spelling handicap is to discover which sensory type you are—visual, auditory, or kinaesthetic. This is done by compiling three lists of 20 words (60 in all) which you do not know how to spell, learning each list by a different method, and having someone check you to see by which method you learned the largest number of words. In order that these lists be of equal difficulty it will be advisable to choose your 60 words and then distribute them among the three lists by placing the first word on the first list, the second on the second, the third on the third, the fourth on the first, etc. Each word should be studied until you are sure you know it.

In this experiment, never go back to a former word or a former list. The amount of time required will vary for each list according to your past experience with the method used. Do not

take this time factor into consideration in computing your results. When these methods become habitual the difference in time required to learn a word is negligible. It is advisable to study these lists on three succeeding days and be checked on them, in the order learned, on the three following days, so that fatigue does not favor a certain method, and so that the time between learning and checking each list will be the same.

The Methods

If the first check does not clearly indicate *your* method, several subsequent checks should be made of the same words. If this is not satisfactory, choose that method which seemed the least laborious or the most pleasant to you. It is possible that this experiment will show you that the method you have always used is your method. Yet you are a poor speller! This may be due to the fact that there are important points in your method you have overlooked.

Visual: In learning a word by this method let your eyes take a picture of the word as a camera might do. Do not think of the succession of letters; in fact, occupy your mind with the meaning of the word and your vocal apparatus with the pronunciation. Then close your eyes and try to see the word in your imagination. At this point notice the letters. Notice those which are dim, confused or absent. The absent ones will appear as gaps.

Now take another picture of the word, picking up those parts which were not clear or present in your image. When you are sure that your image is clear and accurate, turn over your paper while your eyes are still closed, open your eyes and write the word. Check your spelling. If it is correct, go on to the next word: If it is not, continue as before until it is correct. This is the memory method used by vaudeville performers who are given long columns of figures to add without pencil and paper.

Kinaesthetic: This method is often referred to as the "tracing" method: In using it you trace over the word

you have written until an accurate image of the movements to be made in writing the word correctly has been established, or until a "muscular image" of the word has been formed. It is extremely important that this image be formed in the muscles you use while writing. Therefore, if you are a "finger" writer—that is, if your fingers move to form each letter while your arm remains more or less stationary—your tracing must be done with a pencil as though you were writing the word. But, if you are an "arm" writer—that is, if your arm, hand, and fingers move as a unit—your tracing can be done with any finger of your writing hand, having written the word in large script beforehand in order to accommodate so large an instrument. The latter method has been found more effective than the former, but only for the arm writer, for reasons noted above. It has probably been found more effective because it is a new experience and therefore is given more attention.

Detailed Procedure

The detailed procedure in using this method is as follows: Having written the word in your own handwriting, divide it into syllables the way you would pronounce it by drawing a line under the letters of each syllable. Now trace over your writing, pronouncing each syllable as you trace it. Draw out the pronunciation for the duration of the tracing so that you do not have an opportunity to say the letters, as this would interfere with this method by causing you to attend to the sequence of letters rather than the muscular movements. Continue until you are sure that you can write the word. Then immediately upon completing the last tracing—that is, without taking another look at the word—turn over your paper and write the word, pronouncing each syllable as you write it.

Check your spelling. If it is correct, go on to the next word. If not, continue tracing the word until you do write it correctly. Don't just correct it or notice your error and go on to the next word, thinking that you will remember your mistake. If you did remember it, it would not be by the method you used to learn the word. This kinaesthetic method has been found especially helpful in teaching words to some total non-readers for reasons mentioned earlier having to do with peculiarity of early experience.

Auditory: This method is analytical in nature, but finds its basis in auditory or hearing imagery. The procedure is as follows: Divide the word to be learned into syllables. Notice each syllable which is spelled as you would expect it to be on

hearing it pronounced. Notice each syllable or combination of syllables which in itself is a smaller word you already know. Take special notice of the remaining syllables, if any, for these are the ones you will study. If the entire syllable is spelled other than you would expect, learn it by rote. Pronounce the word and then pronounce each familiar syllable, but when you come to this unfamiliar one, say the letters rather than pronounce it, as follows: cam—o-u—flage or cam—o-u—f-l-a-g-e, if "flage" is not a familiar syllable to you.

Memorization

If only one letter in the unfamiliar syllable is unexpected, memorize that letter and its position for this word. Say to yourself, "There is an 'o' before that 'u', but it is silent . . . that 'i' sounds like an 'e' . . . that 'g' sounds like a 'j' . . . that 'c' sounds like an 's' . . . that 'y' sounds like an 'e' or an 'i', etc. Get in the habit of pronouncing words so that letters which can be heard are obvious.

For example, pronounce "committee" so that the first "m" can be heard at the end of "com" and the second at the beginning of "mit", and so that the first "t" can be heard at the end of "mit" and the second at the beginning of "tee". Many words are misspelled simply because we are careless in pronouncing them. Notice how easy it is to spell "carburetor" (car-bu-re-tor) when it is pronounced carefully. Yet how few of us pronounce it so that all these letters are heard.

Many auditory learners have a special pronunciation for some words which are not spelled as they sound. For example, in learning "Wednesday" they might syllabicate it thus, "Wed-nes-day" and pronounce it as it sounds. This auditory method of learning words is the most common because it is the most obvious, and because, in transferring our knowledge of one word to another, we become familiar with certain sounds and the letters which represent them.

WHATEVER your method, do not fail to use it on every new word you come to in your reading. Before long it will become so habitual that you will learn words very readily.

The kinaesthetic learner finally reaches a stage where actual tracing is no longer needed, where he has a feeling "as though" he is tracing the word and forms a muscular image through this experience.

The visual learner finds that less and less exposures need be made of words in order to learn them.

The auditory learner builds up a vocabulary of difficult syllables which are common

to many words and soon reaches a point where the problem syllables stand out as though they were printed in bold type.

Much of the value in these techniques lies in the use of a method rather than a haphazard approach in learning new words. Some people find that a combination of the elements of several of these methods is most effective.

An Effective Technique

Some authorities object to the use of the auditory method because the English language is not phonetic; that is, all words are not spelled as they sound when pronounced. True, it is not a wholly phonetic language, but, when we consider that at least 70 to 75 per cent of our words are spelled as they sound, it becomes obvious that the auditory method is a very effective technique.

Keep in mind that when you learn to spell new words you are increasing your speaking as well as your writing vocabulary, which is a decided asset in any circle or occupation.

* * *

More Trigonometry

Mozelle Milliken, San Francisco Junior College

HIGH school teachers should see that any boy who intends to apply for deferred induction into the armed services, by reason of undertaking a college course, includes trigonometry in his high school program.

This necessity is urgently emphasized by Edward H. Redford, head of the department of counseling and guidance at San Francisco Junior College.

Explains Mr. Redford, "The required Junior College program which must be undertaken for deferment, includes one full year of mathematics beyond trigonometry and one full year of physics as well as other required courses. If the student is burdened with the additional task of making up high school math courses he is seriously handicapped in his efforts to achieve recommended grades, upon which his deferment is contingent."

"Among the boys who come to us for guidance in planning a college program which will conform to the requirements for future officer training, we find many who have had insufficient high school mathematics. Therefore we are taking every opportunity to bring this present need to the attention of high school teachers everywhere.

UNIT ON MEXICO

Emily M. Knight, Primary Teacher, Roosevelt Elementary School, San Bernardino

Motivation

1. Teacher read story of the Painted Pig by Elizabeth Morrow.

a. Children (3rd grade) wanted to know of what the pig was made.

1. A little boy who had visited Mexico told of seeing them.

2. Teacher brought two painted pigs to school. Children handled them, wondered how they were made and why they had slits in their backs.

3. Later, two boys each made one of clay, painted them, mounted them on sticks and used one in our puppet show.

b. Class wanted to know more about the open air market or plaza, that Pancho was so eager to be in.

c. The other toys Pancho mentions in coaxing Pedro to buy were unfamiliar to our children. They expressed a desire to know more about the gourd-bird, etc.

d. Boys like the part of the story that tells how emphatic Pedro was in demanding a painted pig. They wanted to play it, taking turns being Pedro.

2. Several children brought articles from home that had been made in Mexico and, until interest in Mexico had been aroused at school, had been meaningless objects to them.

a. Teacher brought some little toys and figures and used an art period to have an art-appreciation discussion-lesson on them.

1. One little girl brought a straw horse with rider that she had always thought was "awful ugly" until we read how they were made by hand and woven of sisal fiber.

2. Someone wanted to know what sisal fiber was and we later found out.

3. One boy brought three excellently-woven Mexican Indian baskets. We discovered they were practically waterproof and expertly made. The designs took on meaning when we later read about the Aztec Indians. His "just old baskets" became treasures and he carried them home very tenderly.

4. Our art supervisor, Margaret Erdt, very kindly came and displayed and explained her fine collection of Mexican toys and articles.

3. We receive a new set of supplementary readers every month in our system, so the next time I ordered Neighbors Near and Far of the Child Development Series by Walhert and Hahn. They contained several excellent childlike stories of Mexico, with good illustrations.

4. About this time I read a little illustrated story-book, purchased in a

dime store, called Children of Mexico.

5. By now the boys and girls were really curious to know more about Mexico and things Mexican.

1. They searched through their library-books for Mexican stories and shared them with one another.

2. Whenever I offered to read a story they urged me to read about Mexican children. I read Mexican Twins by Lucy Fitch Perkins and Little Donkey Boy by Madeleine Brandeis.

3. There was so little material of 3rd grade vocabulary we bought some workbooks from Morgan-Dillon Co. called Mexico, our Southern Neighbor. They had 32 pages of stories, illustrations to color and study pages. They learned about the life of the Mexican people. The legends particularly interested them, although they had heard them from three other sources. They seemed to delight in making comparisons and noting the changes in the details of each legend. A little girl drew a nice picture of a Mexican boy. I had her trace it on a stencil. We covered our workbooks with dark brown construction-paper. I ran each one through the mimeograph machine, then each child colored the picture on the front cover of his workbook.

Activities resulting from these motivations included the following:

Puppets

1. The children so wanted to play the various stories and were especially eager to dramatize the beautiful legends of Mexico we had read about. I suggested a puppet-show.

2. During the discussion that followed they concluded:

a. We already planned to make simple costumes for our spring program and our Open House Day, so additional ones for plays were out of the question.

b. It would be fun to make and manipulate the hand puppets.

c. Costumes for puppets would not take much material.

d. No other room was having a puppet-show and it would be nice to do something different.

3. I made a sample puppet in front of the class one day. They could hardly wait for me to finish so eager were they to make their own. We had planned to have only a committee of children make puppets

at first, while others worked on other phases of our unit, but every child wanted to make a puppet so we changed our plans and each child made one.

How the Puppets Were Made

EACH child brought a milk-bottle and a stick about 1 foot long and 1 inch thick. Some used pieces of bamboo.

I prepared a large table covered with paper upon which to work. I covered the floor under the table with newspaper and the children placed their large bowls of paste in the center of the table with boxes of paper strips at each end.

Eight children worked at a time. I chose first 8 children who usually did construction work well. They made their puppets with little trouble. Then each day 8 more worked, helped and guided by the first 8.

The table was cleaned up and paste-bowl washed each evening. Next day the chosen 8 recovered the table and the floor with newspapers.

A ball of crushed paper (paper-towels are fine if you can get them) was made, about the size of three paper-towels. The stick was forced in making a hole large enough to stick the forefinger in. Wire was wrapped around the neck. A piece of paper or a towel was wrapped over this ball. Be sure to wire it securely. If there is a tendency to slip, cover with 2 or 3 towels in a like manner.

Features were made by rolling triangular bits of paper and fastening them on with paste soaked strips of paper and rubbed. Last of all, toilet-tissue was smoothed on to give a skin-like texture. For further directions see description of Manuel.

The whole was put away to dry sticking up in the milk-bottle. When dry (depending upon the weather) the faces were painted one of three shades of dry color (a sort of calcimine). White for the American characters, light brownish for the Spanish and darker brown for the Aztec Indians.

Hair was either painted on or in most cases made of yarn. Nice long fat braids of black yarn for little Mexican girls. Straight black yarn (unraveled) for Aztecs. The Americans had yellow yarn or brown yarn curls and braids. They were dressed as a doll might be dressed. Some trimmings were sewed on, some lacked the patience for that and glued theirs on.

The Sun Prince had most of his costume made of gold-metal paper. Montezuma also shown with gold-paper ornaments. Several other important characters had green metal-paper trappings. Cortez

was dressed with a double shield and helmet of silver-metal paper. I think he made six helmets before he finally constructed one to suit his fancy although to my eye it looked identical to the first, but Cortez was particular.

Each boy did his own sewing except in a few cases where some of the more adept boys would rescue a neighbor lost in the tangle of his thread. Several boys contributed to Montezuma's splendor. I was not sure whether the other boys thought James inexperienced fingers incapable of creating a costume they felt was befitting a king, or whether they just wanted to have a finger in the pie. At any rate James made no objections and truly Montezuma justified their efforts. He nearly out-dazzled the Sun Prince.

The Puppet Show

We used one of our cloakroom doors making a screen of painted (tile color) wrapping paper below and above, leaving a space of 14 inches as the stage. The stage had no floor. An ingenious curtain was made by one of the littlest boys of blue cloth and wire. The top tile-colored wrapping-paper screen-curtain was lettered boldly in gold-metal paper letters.

The children hid in the background below the stage holding their puppets up. Some used their fingers to manipulate them, some merely held the stick and maneuvered them up and down the stage as desired.

Five original plays were given to the delight of several audiences. One show was given for other grades and two for our parents on our Open House Day.

Manuel, Our Lifesize Boy

One little girl wistfully wished she could make a puppet as big as herself. I thought it over and decided it might be possible and it might solve the perplexing problem of how to teach each child the technique of puppet-making with so little time and so many other planned activities yet undone.

THE boys made a form, much as one would make the body of a scarecrow, out of lumber. He was padded with crushed newspaper and excelsior and held together by various types of sewing and tying of string in the more strategic places. Here the boys ran up against an engineering problem. Manuel wouldn't stand up! Much hammering and nailing and many frowns didn't seem to help.

Finally one of the boys less adept in manual work figured it out by nailing very large squares of hard lumber something like a small railroad tie to each foot.

Manuel stood and our little friend was the hero of the hour. (The girls later disapproved when they couldn't get Manuel's trousers over the wooden blocks and had to cut down the seam of the leg and resew it later.)

I chose four girls to work on Manuel's head. He was placed in the front of the class. The girls stuffed a paper sack full of excelsior over the piece of wood left protruding for a neck. Several more larger but empty sacks were pulled down over that, and the whole tied at the neck.

Three children had prepared wall-paper paste and pasted all the strips as needed. Several children cut up newspapers and paper towels in several sizes including strips and triangles. The girls had seen me make a sample puppet a few days before so went right ahead covering the head with strips thoroughly soaked in paste.

When it came to the nose we listened to the suggestions of the class trying one after another until a proper nose was attached with strips. Places for the eyes were merely indentations later to be painted in. The ears caused considerable trouble so I made what I considered a very excellent ear. One of the boys followed the same procedure (taking a triangular strip rolling the edges) but improved upon my model by soaking the paper, rolling it more firmly and fastening it to Manuel's head with strips.

Manuel's Pigment

Then Manuel was left to dry for several days (the weather was damp and Manuel's head was very damp, so two weeks went by before we got around to painting his features on). Much discussion took place before the proper shade of paint that was acceptable to the whole group was mixed. They had read about the Mexicans being a mixture of Indian and Spanish. Each child had his own idea of the correct color.

Black hair with sideburns, nice red lips with white between for teeth made him appear more human-looking. But three rather disastrous attempts were made before the boys painting the eyes could satisfy themselves and the group.

Joyous was the day when Manuel was finally dressed in his clothes, gray trousers, a bright red shirt, a real Mexican charro hat, a serape made of cloth. His awkward-looking feet were cleverly hidden by large red clay jars made by a Mexican potter near our town. Huge cactus of several varieties were planted in them and very graciously grew and even blossomed. Manuel stood in a place of honor from then on.

Our Pottery

Children like to feel the texture of materials in their hands, and my children were no exceptions. They wanted to make pottery. They wanted to make colorful pottery. We have samples of colored, decorated and plain red clay pottery. Only a small amount of clay (5 pounds) was given us. Not nearly enough to go around. If pottery had been our main activity I would have managed to secure more, but as it was, we decided to use other materials. A fairly large quantity of plasticine (the clay that does not harden and is always malleable) was given us.

All the children handled this, got the feel of it, made jars and pots of a rough crude nature. Then several children who wished made it up into interesting but simple shapes such as bowls, plates, jars, etc.

Over these forms were placed strips and strips of paste soaked paper toweling or newspaper. These were gradually built up until the paper mache was a quarter inch thick. A final coat of toilet tissue, the very thin kind, was smoothed on and rubbed good.

Then they were put away to dry. When dry, or nearly so, they came off the plasticine mold easily and the inside covered with a smooth skinlike covering of toilet tissue. When thoroughly dried the edges were trimmed where needed and the pottery painted bright colors with dry water-color paint. Designs were painted on.

We had studied Aztec Indian designs some, so they were meant to resemble those. Lastly a coat of shellac gave a gloss. This pottery is surprisingly durable. Ours withstood a great deal of handling and later the children played with it. The plasticine was formed by 6 or 8 boys into miniature sombreros for their puppets. The plasticine is pliable and easily takes the shape of the puppet's head. These forms were covered the same way and when dry painted and decorated to resemble sombreros.

I usually had two or three children work on a sombrero at a time, otherwise it becomes quite tedious building up so many layers. It also gave more children an opportunity to make this sort of pottery. The plasticine was finally shaped into a very intriguing shape with handles and those curious little rings of clay in the handles. It was so well done the class decided not to destroy it.

The 5 pounds of real clay was made into a very nice jar, painted and decorated. Also two clay pigs were made for our puppet show.

The Mexican Market or Puesto

THE boys and girls now had a quantity of pottery and Mexican objects and toys. It became apparent that some place was needed to display all these things. A shop seemed the logical place so the puesto took form. Each child had some idea of what a Mexican open puesto in the plaza was like. Much planning took place within the next few days. The 6th grade teacher and the principal very generously loaned us two crepe-paper serapes to drape gracefully reddish-tile color and used for a counter. The smaller one was put inside to the back against the wall. The girls made bright crepe-paper serepedes to drape gracefully where needed.

The walls were of wood from the new refrigerator-box. Tiles for the roof were made of oatmeal-boxes cut in two and painted tile-color. Wrapping-paper, painted white with bits of adobe bricks showing through, covered the walls and background. Small pots of growing cactus and a wall-hanging of a Mexican design of dress-material made an effective background. I made curtains for our windows of the same material.

Spelling Goes Mexican Too!

Above the blackboard on one side of the room I had had the previous quarter a spelling-game. It looked so out of place with all the room "gone Mexican" that we tried to think of how to make it more appropriate. This plan was hit upon:

The space was divided into half as many sections as there were weeks in the semester. After consulting our books and maps that number of places was chosen and the children drew in a suitable picture illustrating that city or locality. San Francisco was at one end, the second picture was our own city of San Bernardino, on to Los Angeles, Nogales the border, through such places as Guadalajara, Mt. Orizaba, Mexico City, and so on to Vera Cruz, Mexico. Half the class started at the Worlds Fair in San Francisco and proceeded to move one town each time they got a perfect spelling paper to Vera Cruz. The others started at Vera Cruz and proceeded the other direction. Paper dolls were used, Mexican and American. Some rode ox-carts, some walked, some rode airplanes, in fact, nearly every sort of transportation was used. As a spelling incentive it worked and was enjoyed by the class.

Our Serapes

The boys made themselves serapes. Very elegant ones too. Some old faded yellow

curtains of no possible use, but such gay serapes they made when decorated with colorful stripes of crayola. Some wore them folded over one shoulder. Several boys chose to cut holes in the center and put them over their heads. Blue jeans or white duck trousers with a strip of crepe paper or paper cambric for a girdle, a white shirt, bare feet and the whole topped by a mammoth sombrero turned 17 little 3rd grade boys into dashing charros.

The girls, not to be undone by such masculine glory, wore long full skirts of paper cambric, colorful rebosas, flowers in their hair, and tried to make the whole resemble the china poblana or national costume of Mexico. Fortunately little girls have well-developed imaginations.

Ramona and Pedro

The class drew pictures of sombreros, of serapes, and some heads of Mexican boys and girls. They turned out so well several boys worked together and drew a life-size picture of a Mexican boy. His serape was gorgeously striped in rainbow colors. His sombrero was huge and the boys were delighted with him. It was several days later the girls noticed the waterboy had no water-jars. The boys decided Pedro had sold all his water.

Ramona, a life-size Mexican girl, was painted by the girls. They considered her a masterpiece. The boys were not so sure.

Mexican Dance With Sombreros

This dance is not a true folk dance but was "made up" by another group of my 3rd graders. It is a sort of hat-dance but not quite so complicated. It was done to a phonograph record called Cabalito Blanco (Little White Horse) but some similar dance might be evolved from this to a different record.

Directions

1. Skip in circle
 2. 5 stamps out
 3. 5 stamps in
 4. Boys stamp around girls to the left.
 5. Cross, cross turn, 8 times facing each other
 6. Skip in circle hands on left hip
 7. Boys one step out and drop hats 3 steps in center.
 8. Girls dance around hats
 9. Kick over and turn 8 times
 10. Kick up and put hat on head
 11. Skip
 12. 5 out (stamps)
 13. 5 in
- Boys around girls
Girls around boys.

Boys wore white duck pants, white shirts and colorful crepe paper sashes. Each wore a sombrero.

Girls wore colored skirts, sashes, white blouses. Skirts were made of paper cambric, with several rows of bias binding along the edge.

* * *

Samohi Builds Morale, a praiseworthy, mimeographed bulletin from Santa Monica High School, compiled by Vice-Principal A. R. Veenker and a staff of 39 advisors of clubs, organizations, and class-units; records the morale-building and war activity program for 1941-1942. The United States Office of Education has checked the report and has listed it as "a very fine plan in the organization and operation of war-time student service-organizations." Principal of the school is William F. Barnum.

* * *

International Center

INTERNATIONAL Center in San Francisco, serving the entire Pacific Coast, is located at 68 Post Street, room 325. Dr. E. Guy Talbott is director. The Center is composed of the following organizations: Carnegie Endowment for International Peace, League of Nations Association, World Alliance for International Friendship through the Churches, Church Peace Union, Commission to study the organization of Peace, Citizens for Victory. Chairman is Dr. Monroe E. Deutsch, vice-president and provost of University of California.

The Center is a coordinating body. Its purpose is to provide headquarters for the cooperating organizations that are interested in promoting the objectives of the Carnegie Endowment and the cooperating organizations. The Center fosters joint public programs and educational campaigns involving the use of competent speakers on various phases of international relations and the wide distribution of literature. It fosters study-groups in various organizations, and provides speakers and literature for such groups. From time to time it sponsors conferences in various Pacific Coast Cities, bringing together representatives of various organizations to discuss international problems and to plan educational campaigns within those organizations. It also holds leadership training institutes, for club discussion-leaders, speakers, and directors of international activities or educational projects.

The International Center has available literature of varied types for free distribution; also books and pamphlets for sale at nominal cost.

REVENUE ACT OF 1942

Prepared* by NEA Committee on Tax Education and School Finance in cooperation with the Research Division

HOW does the new War Revenue Act affect the teachers and the schools? Designed to raise unprecedented revenues and to help check inflation, it affects everyone.

School people will find that they must spend less, save more, pay higher taxes, and even lower their living-standards in order to win the war.

Individual Income Taxes

Deductions, exemptions, and rates of the individual income-tax were changed. Some teachers are benefited by the deduction for medical expenses. Each taxpayer is permitted to subtract medical expenses exceeding 5% of his net income, maximum \$1250 for single persons and \$2500 for married persons.

State and local retail sales-taxes paid by consumers are deductible from gross income, if the tax is separated from the purchase price.

Interest on postal savings issued prior to March 1, 1941, remains deductible, but all interest on federal securities issued since March 1, 1941, must be reported as a part of gross income.

Personal exemption was reduced to \$500 for single persons and \$1200 for married persons. Dependent allowances are lowered from \$400 per person to \$350.

The rate of the normal tax on net income, in excess of deductions and exemptions, has increased from 4% to 6%. Higher surtax net-income rates now range from 13% on the first \$2000 of surtax net-income, to 82% on surtax net-income of \$200,000 and over.

Persons earning under \$3000 a year are again permitted to file the optional tax-returns. When filing the simplified return, the individual needs only to consult a fixed schedule showing the amount of taxes due for each income bracket under \$3000. Thus the complicated computations for deductions, exemptions, etc., are avoided. Under this schedule the single teacher earning \$1500 a year pays an individual income tax of \$167; the married teacher earning \$1500 a year pays \$34.

The oath is no longer required for persons filing income tax returns; penalties for perjury have been substituted in lieu thereof.

* With minor deletions and editorial changes here. — Ed.

Victory Tax

Salary- and wage-earners are to pay a 5% tax on victory tax net income in excess of \$624 a year. The Employer deducts the tax from payments of salaries and wages over \$12 a week. Public employees are specifically included under this section of the law.

An element of forced savings, without interest, is introduced in the provisions for postwar refunds. These postwar credits amount to 25% (maximum \$500) for single persons, 40% (maximum \$1000) for married persons, and 2% (maximum \$100) for dependents.

If the taxpayer wishes, the postwar credit can be absorbed currently for payment of life insurance outstanding on September 1, 1942, retirement of debt incurred prior to September 1, 1942, and for the purchase of war bonds.

This means that when the taxpayer files his Victory Tax return in 1944, he can specify that the credit due him on 1943 Victory Tax payments be applied towards his regular income-tax liability, provided he has paid for insurance, retired debt, or bought bonds to the full amount of the credit.

Thus each taxpayer can decide whether he wants to use his credit for allowed purposes each year or wait until after the war for a cash refund with no interest.

For the teacher earning \$1500 a year, whether single or married, the amount withheld will be \$1.90 each payday, on a semi-monthly basis, or \$3.90 each payday, on a monthly basis. The taxpayer receives credit for any overpayment when the tax return is filed in 1944.

Excise Taxes

Increased operational costs will be noticed due to higher federal taxes on selected commodities and services effective November 1, 1942. Price ceilings on liquors, beer, wine, cigars, cigarettes, and numerous other items have been adjusted to permit shifting the taxes to the consumers.

Tax rates on local telephone calls were raised to 10%; on long-distance calls, to 20%; on telegraph services within continental United States, to 15%; on international dispatches, to 10%. Tickets on trains, buses, planes, and boats bear a tax of 10%. Freight charges carry a tax of 3%.

Social Security Taxes

The old-age benefit tax was frozen at 1% for one additional year. According to the Social Security Act this tax would have been increased to 2% on January 1, 1943.

Rejected Proposals

Proposed taxes which did not become law are worthy of mention. The Treasury proposal to tax the income from state and local bonds was defeated, due to the vigorous opposition on the part of state and municipal officials. Another Treasury recommendation, mandatory joint-returns, was also rejected.

Controversy arose over suggestions for a federal sales tax. This tax was favored by many legislators but opposed by the Treasury. In an effort to forestall the enactment of a general sales tax, the Treasury offered a "spending tax." As a compromise measure the Senate Finance Committee incorporated the Victory Tax into the Revenue Act.

The new law contains no provisions for collection of the regular individual income-tax at the source. Neither the Treasury "withholding plan" nor the Ruml "pay-as-you-go plan" was adopted.

* * *



Harry J. Bauer, new Director of Friends of the Huntington Library

Election of Harry J. Bauer as a director of Friends of Huntington Library was announced recently.

Mr. Bauer, president of Southern California Edison Company and of Automobile Club of Southern California, has been deeply interested in the activities of Huntington Library since its beginning.

BETTER NUTRITION

WARTIME NUTRITION IN THE HIGH SCHOOL CURRICULUM

Florence Dunbar, Teacher of Home Economics, Sacramento Senior High School

SINCE the fateful December 7, 1941, it has become obvious that the high school curriculum must be revised from a peacetime status, to meet the needs of a world at war. The realization that our students are being called upon to serve directly or indirectly in the war effort has made educators keenly conscious that adequate preparation should be provided for them.

High schools throughout the country have been studying this problem of curriculum revision. New subjects have been introduced to meet the changing conditions. When the Office of Defense and Health Welfare Services at Washington advocated good nutrition as a first line of defense, an opportunity for teaching this vital subject was presented.

While nutrition is sometimes included in units-of-courses in various departments in our high schools, the home-economics departments usually cover this subject more completely. Surveys have disclosed that in many schools where home-economics is not offered, little attention is given to the study of nutrition.

Home-economics departments have been emphasizing the need for increasing the study of nutrition. Many departments have already set up additional units and courses to provide for this. Nutrition refresher courses offer teachers a means of bringing their knowledge of nutrition up-to-date. At Sacramento High School we set about reorganizing our home economics courses to meet the present needs.

Our first step was to include units on food selection in all courses where such material could be placed. Such courses as home management, home-making and child care could carry units in this subject. In foods courses, where this subject was already given, the units were brought up-to-date and extended. In some of our food courses

we have added units dealing with preservation of surplus foods by canning and drying. A knowledge of correct food selection, planning of meals, economical buying of foods and food preparation to preserve the valuable mineral and vitamin content according to the most recent standards, is a vital part of this study.

A survey of one home-making class made up of senior girls disclosed that most of the members were directly responsible for purchasing, planning and preparing the meals for their families, while parents were employed in the war effort.

Responsible Youth

This tendency to shift the responsibility for the families' food to its younger members, demands on their part a better understanding of food-buying, meal-planning and preparation, and the knowledge of substitution of adequate foods for those rationed.

With the rationing of various foods many new problems are presented. The nutrition program must keep up with these changing demands. There is a necessity to emphasize in our courses a sane view toward our rationing program, and to point out the fallacy and errors of hoarding. Since our government advocates the adequate nutrition for the nation, the rationing will not deprive people of sufficient food to keep physically fit. The rationing program is planned to provide all with an equal share of necessary food elements. With this program, the problem becomes one of imparting a definite knowledge of adequate food selection from those foods still available to us. England's rationing program shows that in some cases the health of her people was improved on a lowered ration of sugar and meat, offset with an increase of fresh garden vegetables.

The most recent change in our curriculum has come at the suggestion of the government that more boys be trained along the lines of food-purchasing, meal planning and preparation, to meet the needs of the Army and Navy. A new course is being offered for junior and senior boys which will deal with food principles and large-quantity cookery. In order to give the boys practical experience in large-quantity cookery, they will assist in the preparation of food for the school cafeteria where daily meals are prepared for from 500 to 1000

persons. The course will be given by a foods teacher, while the practical work will be supervised by the cafeteria manager.

Recent information that tuberculosis is on the increase has made us conscious that we have an added responsibility in teaching rules for hygienic living, as well as a knowledge of food values. Rest is essential for good nutrition and a factor that must not be overlooked in presenting this subject. It is possible to increase the work-load of young people, providing it is accompanied by a balanced rest-program.

Cannery Adventure

This was demonstrated by a group of high school students who worked last summer in a cannery near Hayward, Alameda County. The group consisted of 12 young people, all 16 years of age. The project was sponsored by the American Youth Hostel Association and the group was housed in a youth hostel located approximately two miles from their work. They arose at 4:30 a.m. and after breakfast walked to work, worked 8 hours with one hour for lunch and walked home. Dinner followed a short rest-period and all retired early.

Health record cards were kept on the entire group, which disclosed that all gained weight during the 6-week period. Adequate rest, as well as an adequately balanced diet, was considered the factor which maintained good health for this group working under more strenuous conditions than those to which they were normally accustomed.

DEFINITELY the home-economics teacher has much to contribute in the high school nutrition program. Since this subject has been considered to be of such vital importance, each high school should inventory the entire curriculum and provide somewhere in the teaching program an adequate course in nutrition for the entire student body.

* * *

Planned Nutrition

VITALITY Through Planned Nutrition, by Adelle Davis, a splendid new high school text of 540 pages, is published by Macmillan, price \$2.20.

This authoritative text, covering all phases of nutrition, is for boys as well as girls. A full chapter is given to limited budgets. The case method of study is employed throughout. There are many pages of projects and topics for discussion.

SCHOLARSHIP SOCIETY

Virginia Hill, Avalon

TWENTY-SECOND Annual State Advisers Convention of California Scholarship Society met in Sonoma Mission Inn, October 17, President Docia Patchett, of Santa Rosa, presiding.

Leadership for World Uplift was the theme. Out of the discussion came a statement that now, more than at any time in the past, the United States has a vital part to play in world affairs. If we fail, we shall slip into the position of a second-rate nation. If we succeed, we shall lead the world toward greater humanitarianism, and a lasting peace.

Our schools are molding the students who will do this job. We must guide them aright. California Scholarship Federation has been charged with the supervision of the mental leaders in many of the California schools, and it should be particularly anxious to see that these students understand their responsibilities.

No student should now consider the question of lightening his subject-load, but should even add to it. As Dr. Aurelia Rhinehart of Mills College so aptly stated, "Each one should develop at least one skill along with his regular work".

Three Recommendations

Three recommendations were made in CSF procedure, to obtain for the duration:

1. At the present time there are two plans in use for admitting student-members. One gives a different valuation for prepared, or solid, subjects, and for unprepared or half-solid subjects. The other makes no differentiation between them—that is, an "A" in chemistry counts the same as an "A" in typing. Most of the newer chapters—and there is a total of 335—use the second method. The group feels that, for the time being at least, the second method only should be used.

2. No recognition has previously been given to work taken in summer session. Now, if a pupil is finishing at the end of 5 semesters, instead of 6, or 7 instead of 8, and has already earned membership for 3 or 5 semesters, if he should take summer work, it is to be considered, along with other grades, at the discretion of the local scholarship committee.

This is a very flexible organization, and

great variation is likewise allowed in the matter of activity points. In some groups, members are required to earn them; in others they are allowed to count them; and in others they are given no recognition.

3. It was also decided that student conventions should not be held in the various districts this spring. Greater emphasis should be placed upon making each chapter feel that it has a part to play in the war effort, perhaps through selling stamps or bonds, or by backing some school project or drive.

The Annual Advisers meeting will be held next October in Southern California in order to elect officers, to adopt amendments, and to carry on the routine business of the organization.

* * *

New Commercial and Technical Dictionary, Spanish-English, English-Spanish, by Guerrero, over 45,000 words, is issued by Chemical Publishing Company, 234 King Street, Brooklyn; deluxe edition, thumb-indexed, morocco finish, flexible binding, lettered in gold, full-tinted edges, price \$10.

Introduction to Wartime Office Training with special reference to the Army and Navy, is Business Education Publication 13, issued by California State Department of Education, Bureau of Business Education, Sacramento; 115 mimeographed pages, price 75c including sales-tax. This valuable monograph is issued under direction of Dr. Ira W. Kibby, chief of the bureau.

* * *

Your America

KNOW Your America, suggested study-course in Americanism, is a timely and valuable 42-page bulletin prepared and distributed by National Americanism Commission of the American Legion, Indianapolis; H. L. Chaillaux is director of the Commission.

The study-course is widely used throughout the schools of California to increase an understanding of the fundamental documents of our Republic, our flag, our patriotic institutions, and the basic principles of our government.

Copies of the booklet may be had upon application to James K. Fisk, Department Adjutant, 117 Veterans Building, San Francisco.

Basic Wartime Books

SIEMENS: Aeronautics Workbook

Follows, unit by unit, the basic Pre-Flight course as given in U. S. Off. of Educ. Leaflet 63. Contains problems and exercises in aerodynamics, meteorology, structure and parts, engines and propeller, and navigation. Each copy contains a large chart in color with all geographical features for working air navigation problems. \$1.00

BETZ: Basic Mathematics

A refresher course in arithmetic, informal geometry, elementary algebra, and numerical trigonometry. Trains for the Pre-Flight Course and for other Army and Navy needs. \$1.48

WENTWORTH-SMITH: Trigonometries

The standard texts. Arranged in the order of difficulty and need. Practical use precedes theory. *Plane Trigonometry*, \$1.72; with Tables, \$1.92; *Plane and Spherical Trigonometry and Tables*, \$2.32

Prices subject to discount

GINN AND COMPANY

45 SECOND STREET

SAN FRANCISCO

As I See It

Kenneth E. Nevins, Principal, Paradise School, Butte County

DEAR MR. EDITOR:

I haven't written you
Lately. Believe me I've
Been busy. The Army
Has all my men
Teachers and while in
The natural process of
Readjustment the thought
Keeps coming to me
That now we must
Function better than we
Ever did before.

I don't take myself
As seriously as when I
First started teaching. Then
I started each morning
With the thought, "Mr.
Nevins, what you teach
Today may make a
Difference to all eternity."
My several years of
Teaching experience has satisfied
Me that I can
In no degree at
All qualify as an
Expert in the teaching
Profession. And I am
Fully convinced that I
Never will be one.
I make mistakes a
Plenty but I believe
That time discards the
Bad and keeps the
Good and so my
Mistakes have no doubt
Been rectified by other
Teachers and my good
Teachings may live on.

So Mr. Editor it
Is in this mood that
I express these rambling
Thoughts. Please skip the
Bad and spend a
Moment on the good.

We are teaching American
Youth in what seems
To me to be
The most critical period
Of our history. Democracy
Has its back to
The wall. We face
The great question which
Abraham Lincoln voiced on
The field of Gettysburg,
Whether "our nation or
Any nation dedicated to
Liberty can long endure."
And if it cannot
Endure then neither can

Our American school system
For it too is
An institution "of the
People, by the people
And for the people."

Now, Mr. Editor, I
Just can't see any
Such calamity coming to
Us. I expect changes
But I am sure
The mad dogs of
The world will be
Defeated and we will
Still have our Republic.

I, therefore, intend to
Continue to teach my
Children to live in
The American way.
I intend to teach
Patriotism but not race
Hatred. Our world is
Growing smaller and a
Tolerant and rational spirit
Is going to be
Necessary to a lasting
Peace. I shall teach
Each child that his
Life is a problem
Which must have an
Individual solution. Education
At best is only
A means, and education
That does not make
A child more efficient
When he is away
From his school, is
Not adapted to our
Way of life.

I believe that we
Invite what we expect.
To this end I
Shall try to be
Of a happy nature,
And by my example
Shall expect the child
To be cheerful also.
He shall be led
To realize that life
Is largely what we
Make it by our
Thoughts.

I shall try to
Look beneath the surface
And see the possibilities
For I have found
That many so-called
Hopeless children have become
Fine men and women.
And many a boy
Learns to comb his
Hair and be neat
About his clothing when
At fourteen he falls
In love. And if

He never becomes a
Beau Brummel I wonder
If it is too important.
I have never seen a
Statue of a great
Man whose clothes
Fitted. Have you,
Mr. Editor?

When I become weary
I shall think of
The weariness of the
Children. It must be
Tough to have a
Cranky teacher when
Brother is in the
Solomons and everyone
At home feels blue.

I believe that the
Parents are entitled to
Some time and consideration.
After all, they have
Seen Susie through measles,
Chickenpox, and teeth-
Straightening, and now, as
They cope with adolescent
Uncertainties, would like a
Little sympathetic cooperation
From the person who
Has Susie most of
Her waking hours.
The child whose papa
And mama like teacher
Is much easier to
Handle in the classroom.
I suspect that for every
Forgotten teacher there were
First many forgotten
Parents!

Well, Mr. Editor, I
Know that you are
A busy man. So
Though I'm just getting
In stride and would
Like to ramble on about
Honesty, loyalty, ideals, moral
Courage, the three R's
And many other things,
I'll save them until
Next time. In the
Meanwhile it is great
To be an American
Teacher. The making of
Americans is such a
Satisfactory occupation. The sculptor
Who gives life to
A lump of clay
Does a noble work.
But to model an
Intelligence and give it
Truth is still nobler.

We teachers are taken
For granted. Yet we
Shall ever have a
Place in the sun.

It really isn't necessary
That statues be erected
In the market-places
Of the cities of
The world to remind
The generations to come
That this or that
Teacher made this or
That contribution to society.

The reason it isn't
Necessary is found in
The statement made by
"The Great Master Teacher"
Of all time when
He said, "By their
Works shall ye know
Them."

A CHALLENGE TO SCHOOLS

Paul S. Chance, Vice-Principal, Samuel Gompers Junior High School, Los Angeles

BUSINESS, Industry and the War Leaders are now stressing to everyone the necessity for adequate training now as never before. A War-training Program is national in scope. The educational program has been speeded up, but the standards have not been lowered.

A National Selective Service Requirement has been set up. This provides that in every college course allowance must be made to choose one elective each semester which is certified as directly serviceable to the Nation's war effort. Even these courses must be selected in accordance with certain recommendations.

College Training Needed

For many years reserve officers for the Army, Navy and Marine Corps have received special training in our colleges. Now there have been set up Army Enlistment Reserve Corps and the "V" plans of the Navy. *The Armed Forces need college-trained men.* College students* are urged to enlist and continue their education. Enlisted Reserve Corps (ERC) members may choose the branch of service desired and continue in school provided they maintain certain standards.

According to statements issued by the Secretary of War and the Secretary of the Navy, the members of ERC should strive to

"develop a capacity for clear and accurate expression; a capacity for accurate mathematical computations on a college

level; a basic familiarity with a scientific, professional or technical field having a direct relationship with problems of the Armed Forces; good health and hard physical condition; and an understanding of American Institutions and Ideals."

College women are needed by the Nation. Opportunities are unlimited for those who continue in school. Nutrition, dietetics, food conservation, and technology are linked with the production, protection and processing of food products. Pharmacy, nursing, and secretarial specialists are in great demand for war-work today. Anyone with training in any line is in demand.

John W. Studebaker, U. S. Commissioner of Education, has endorsed the National Policy Committee's recommendation that Victory Corps be organized in every high school in the nation. He likewise made it known that they were aware of the fact that much has been accomplished in thousands of high schools and junior high schools to mobilize pupils for war-related preparation and service.

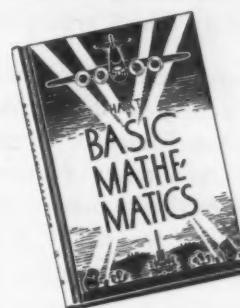
The Victory Corps

The Victory Corps is simply a plan which in this time of national peril and of national effort creates a nation-wide framework of organization into which schools may, if they desire, fit their various existing local student war organizations. National pattern then is given to local initiative and vision.

What does all this mean to the junior and senior high school pupil? Apparently it should mean that every pupil should resolve to make every

effort possible to graduate with as complete a set of habits, skills and social experiences as will enable him to succeed in the next worthwhile undertaking.

After the war world-leadership will be open. Open to those who have a worthwhile contribution to make. Our youth who have trained during the emergency, for the emergency only, will furnish little competition for those who are trained for the physical, mental and moral challenges demanded of The New Age.



Walter W. Hart's **BASIC MATHEMATICS**

Complete Edition

For Secondary School students who are preparing for service in the armed forces or in industry . . . Conforming to recommendations of official agencies dealing with the training of personnel for war purposes . . . A Refresher Course for students preparing for college, for technical schools, for the military or the naval academy.

Brief Edition

Develops skill in arithmetic, elementary geometry, algebra, the use of logarithms, and elementary trigonometry . . . Problems based on scale drawings, riveting, steel plates, templates, lift and drag of airplane wings, nautical mile, wind drift angle, magnetic variation, etc.

D. C. Heath & Company
SAN FRANCISCO

* The remainder of this paragraph is now obsolete; sweeping changes and orders have been announced in the public press. — Ed.

SECONDARY SCHOOLS

ACHIEVEMENTS OF ASSOCIATION OF CALIFORNIA SECONDARY SCHOOL PRINCIPALS FOR THE PAST YEAR

*Earle E. Crawford, Principal, Glenn County High School, Willows;
President of the Association*

THIS year has been a busy one. With the Superintendents, we acted as host at the meeting of National Association of School Administrators held in San Francisco last February. Our Association furnished the program for the first general session of the secondary school principals.

Four very successful regional conferences were held during April at Redding, San Francisco, Fresno, and Redlands. As a result of these meetings we were able to more clearly understand how we might gear our schools toward the winning of this war..

Many of the Association's committees have been particularly active and have rendered fine professional service. Space permits discussion of the achievements of only a few of these committees.

Our special Youth Committee, under the capable leadership of Chairman Forrest Murdock and Dr. J. Paul Leonard of Stanford University, was able to obtain a grant of \$4775 from the Columbia Foundation to defray expenses of conducting a summer workshop dealing with youth problems.

Twenty-four representatives from 12 California communities were in regular attendance for the full 6 weeks. 92 additional representatives from other communities spent from one day to 5 weeks as members of the group. 49 prominent consultants, experts in their particular field, were present for one or two sessions. In all, including the regular members of the workshop staff, 169 persons participated in the undertaking.

Before coming to the workshop, the representatives of the participating communities developed informal surveys of their respective localities with particular reference to youth serving agencies. These surveys provided the backgrounds from which each community representative worked while in the workshop. Representative problems chosen for intensive treatment included:

How can my community coordinate the efforts of its youth-serving agencies in such a way as to provide a unified and well-organized program?

How can my community provide its youth with a satisfactory recreational program?

How can my community give its young people adequate health service?

What kind of a work-experience program should be set up in my school?

The program centered around topics in the fields of juvenile delinquency, community health, employment, recreation, private welfare agencies, governmental agencies, community coordination, and public relations.

Chairman Murdock presented the association with a complete report of the accomplishments of the workshop in a volume of 750 mimeographed pages.

OUR General Education Committee, under chairmanship of Clarence Argo, continues to render efficient service. Several state bulletins of this committee have been printed by the State Department of Education. The most recent one is entitled Teaching High School Reading, a guide to the organization and development of reading programs, by Eason Monroe, Holland Roberts, and Violet Stone, representing the sub-committee on developmental reading.

The General Education Committee cooperates with the Curriculum Commission

Earle E. Crawford, President



in developing a state-wide framework of education.

A. J. Rathbone, chairman of the committee on Mobilization of Youth for Harvest, in collaboration with the State Department of Education, rendered most efficient service under difficult circumstances. We have profited much by the work of this committee and shall be better able to carry on this work next year. The Federal Government is now interested in the mobilization of school youth and has incorporated in its plans many of the original ideas of this committee.

J. R. McKillop, chairman of the committee on War Enterprises in High School, reports that there should be added emphases in the development of a natural and operative patriotism in the daily life and daily citizenship of pupils. Renewed emphasis should be made upon the teaching of the fundamentals in learning. There should be a different emphasis in the teaching of social studies, foreign languages, science, and mathematics.

Greater attention must be given to first aid, aeronautics, communication and radio, model airplanes, health, physical fitness, and nutrition.

In extra-curricular activities, projects such as the following should be given a place of importance: First aid, evacuation, participation in war savings stamps and bond drives, civil defense responses, Red Cross, boy and girl scouts, and establishment of Victory Corps.

The most important contribution of the Affiliations Committee is the proposal to set up a sub-committee to study the subject-content and teaching techniques and practices in the 12th and 13th grades in high school and college.

We hope to be able to hold a meeting of our Representative Council at the convention in Hollywood this spring.

EVERYWHERE high school principals are meeting the challenges of this war period in a noble manner. I am proud, indeed, of their achievements in this most trying period of our history.

* * *

Western Association

Western Association of Colleges and Secondary Schools issues a praiseworthy bulletin. The current yearbook comprises 52 pages and comprehensively covers the activities of this important Western organization.

A. J. Cloud, president, San Francisco Junior College, is president of the executive committee. Paul M. Pitman, dean of men, San Jose State College, is secretary-treasurer.

Citizenship Pilgrimage

National Society, Daughters of the
American Revolution

Elizabeth Mitchell, State Chairman Press
Relations, Santa Monica

THE National Society, Daughters of the American Revolution, will again conduct a Good Citizenship Pilgrimage in April 1943. One girl from each State will be the guest of the National Society for three days at the 52nd Continental Congress.

Paloma Patricia Prouty, supervisor of music education, Riverside County Schools, vice-president of Southern Section California Supervisors Association and a member of Aurantia Chapter, D.A.R., of Riverside, is chairman of this committee for the California Society, DAR.

Dr. Ivan R. Waterman, chief of the division of textbooks and publications, represents the State Department of Education in this project.

Students of the Senior Class and faculty of any public high school in California may choose a girl whom they judge possesses to a marked degree the qualities of good citizenship, as a candidate from their school. Each candidate must take a written test prepared by the State Department of Education, of attitudes and knowledge related to good citizenship. The candidate's rating on the test counts 60%; her activity record in school and community as recorded by her principal counts 40%. The selection rests entirely with the Department of Education and not with the DAR.

Seven outstanding girls have represented California in the past seven years: Christina Van den Akker of Ripon union high school, 1936; Bernice Tramontini of Lodi union high school, 1937; Charlotte Newell of Lowell high school, San Francisco, 1938; Mary Eleanor Griffin of Monrovia - Arcadia - Duarte union high school, 1939; Iola Whitlock of Shasta union high school, 1940; Marilea Hanson of Central union high school, El Centro, 1941; and Eleanor Savage of La Jolla junior-senior high school, 1942.

Educational Tours

To these girls has come the privilege of visiting the Houses of Congress, Mount Vernon, White House, Library of Congress with its original Declaration of Independence and Constitution and, since 1940, the Magna Charta which Great Britain deposited there for safekeeping, and other places of historic interest. Their selection has also served as an advantage in securing scholarships to colleges and universities.

Each year has shown an increase in the number of schools taking part in the Pilgrimage Plan. The Daughters of the American Revolution are proud of this great project. It is the wish of the California Society and of Miss Prouty, state chairman of the Good Citizenship Pilgrimage Committee, that every high school in California select a candidate this year.



Paloma Patricia Prouty

* * *

California Schoolmasters Club officers for 1942-43 are, — President, Edgar E. Muller, Alameda County superintendent of schools; vice-president, Howard McDonald, deputy superintendent of schools, San Francisco; secretary-treasurer, A. L. McMillan, High School of Commerce, San Francisco.

Community Cooperation

HOW To Start A Program Of Education And Industry Cooperation In Your Own Community is a 7-page, illustrated brochure issued by National Association of Manufacturers, 14 West 49th Street, New York City.

Henry E. Abt is director of the Group Cooperation Department. Cooperative conferences of industrialists and school-people have been held in recent months at Denver, Los Angeles, and Oakland, as well as elsewhere throughout the West and the nation. California educators interested in this movement should write direct to Mr. Abt or to Dr. Donald Du Shane of the NEA Commission for the Defense of Democracy Through Education.

* * *

In Virginia

Vocational Education in Virginia, a handsome 96-page bulletin, 8½ x 11 inches, profusely illustrated, issued by State Board of Education, Richmond; Dabney S. Lancaster, state superintendent, splendidly portrays the vocational program there.

WAYS OF LIVING, OLD AND NEW

By VANZA NIELSEN AKER and HOMER FERRIS AKER

Authors of *America Today and Yesterday*
and *Yesterday, the Foundation of Today*

IN FOUR PARTS:

- *The Story of the Earth*, setting the stage for man's entrance
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- *The Story of Homes* } from primitive times
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Price, \$1.32

HARR WAGNER PUBLISHING COMPANY

609 Mission Street

San Francisco, California

CLASSROOM TEACHERS

PARENTS, WE ARE AT YOUR SERVICE

Marcia Frisbee, Kindergarten Teacher, Monterey; President, CTA Classroom Teachers Department, Central Coast Section

THE classroom teacher, even with all of her added work under present circumstances, must realize that she has one of the finest chances to reach the parents that she has had for a number of years. Guidance clinics, PTA's and teachers have worked so hard trying to impress parents with the need for sound, consistent lives for their children and, up until now, many parents were too busy with their social life or their work to bother too much about the teacher's concern over their child!

Now — parents are more eager for help with their personal problems than ever before. Perhaps because they realize their inadequacy in meeting the youngsters needs, — mentally, physically, and emotionally.

They are taking time out now to try to be "pals" with their youngsters, and find in many cases that they don't know how to go about it. They must learn that "teaching children to be themselves, simply and nonchalantly, is best accomplished by adults who have mastered the art." Mother and Dad are staying at home more often in the evenings and keeping their children at home, too. With emphasis being placed on home gatherings, family games, and good old down-to-earth associations, the stage is set for a more receptive attitude.

Teacher-parent consultations, mothers meetings, home-visits, and the such, can now come into their light with new vigor. Here is your chance as professionals to give sound, psychological advice to help parents regain their lost parental responsibilities, which we know has been the case. This war is making us see many of our mistakes in democracy. Thank goodness it isn't too late to correct many of them!

In addition to your programs planned by the children themselves for parents, which are a very important

part of every school program, — give serious consideration to at least one group parent meeting in which you will either personally or by means of round-table discussion, or professional speaker, give the parents of your group of children something stimulating to work on. Of course the number and type of meetings will depend on the group itself and the particular problems facing the majority of its members. That is entirely up to you, but let me list a few topics that you might see fit to use in relation to different age levels:

1. Social behavior and growth.
2. Health and health habits and their specific importance at this time.
3. Types of books, shows and radio programs for different ages. Radio serials for younger children should not be more than "one-a-day" for they are as stimulating as vitamin pills!
4. How parents can better aid in the development of their child's skills and knowledge.
5. A thorough understanding of the school system, how it works, and the part guidance has to play.

Marcia Frisbee, President



There are many more and each in its own importance. Don't let the primary teachers alone carry the responsibility for closer friendship between parent and teacher, — for it is indeed a part of every classroom teachers job. It is the "Follow through" that is as important as the "Foundation."

Our work with the children will prove much simpler if we teach the parents first, for we know that in 90% of children with problems, it is the parent who has presented it in the beginning. Children are usually balanced by the wonderful mechanism of childhood, and unbalanced by fears and prejudices of parents. But at the same time, "raising children is like raising flowers, weeding time comes before blossom time."

Here's to a more successful teacher-parent relationship and responsibility. I, personally am investing at least 10% of my earnings in United States War Bonds and 10% of my time in parents.

* * *

Charlie Had Freedom

Nina Willis Walter, Teacher, Belvedere Junior High School, Los Angeles

Charlie at Nine:

GIVE him his way,
He is a wilful lad;
He'll be a genius some day,
He doesn't mean to be bad.

I know he threw ink
On a shy girl's pink dress.
Don't let it worry you —
He has a soul to express.

Oh, let him swear;
You mustn't punish him.
Let him trip girls on the stair;
He is just chock full of vim.

Don't be a crab;
He needs to have his fun.
Let him be selfish and grab.
What is that toy? Just a gun.

Charlie at Nineteen:

Charlie is jailed —
Robbing a bank, they say;
He shot the teller, but failed
To make his planned get-away.

MEXICAN YOUTH CLUB

MEXICAN YOUTH CLUB FOR OUR SPANISH-SPEAKING STUDENTS

*Louisa Charlotte Pesqueira, Teacher of Spanish, Colton Union High School,
San Bernardino County*

BECAUSE we have so many Spanish-speaking students enrolled each year in the Colton Union High School, Donald H. McIntosh, my superintendent, saw the need for an organization for these young people.

In 1939-40 the Mexican Youth Club was organized by this Spanish-speaking group, with Mr. McIntosh as their sponsor. In 1941-42, I took over the club as my activity.

This club was organized in order to promote a better understanding between our Spanish-speaking and English-speaking students, to encourage all Spanish-speaking students to take part in our student-body activities, and to stimulate them to contribute in some definite way to the welfare of their school and community.

Every Spanish-speaking child who enrolls in our high school becomes a member of this club. We had enrolled in this club this year (1941-42) about 235 students, all eager to contribute to the welfare of their school and community.

The club is well-organized, with a well-written constitution. It has a president, vice-president, secretary, treasurer, and program chairman. Added to these officers, there are two students chosen from each of the four classes which form its council.

During this year these young people made several excellent contributions to their school and community, which were: 17 members in our well-organized high school band, 7 in our a capella choir, many very outstanding athletes in football, basketball, track and baseball, several girls in the girls drill-team and in our annual May Day festival. They were responsible for an excellent Pan-American program presented in assembly and repeated at the Rotary Club. They were also responsible for stimulating much interest in the sale of defense stamps in the South Colton schools. Six

senior boys from this group volunteered to prepare themselves for combating fire bombs in the Mexican district. There were 18 boys and girls who volunteered to help in the Colton defense bond campaign, and for this they were highly complimented by the committee.

Spoken Spanish

Our Spanish-speaking classes, organized in 1935, continue to be highly successful. (A full report of these special classes for Mexican students was published in the March 1939 issue of this magazine and in the June 1940 number of School Review. This year we had in our course of study two classes of Spanish 1, with 40 students in each class, and two classes of Spanish 2, with 30 in one class and 33 in the other.

Because of these classes for Spanish-speaking students and also the organization of the Mexican Youth Club, we feel that these young people have become very much interested in their high school work.

Following is the number of Spanish-speaking students graduated since 1937:

1937.....	4	1940.....	14
1938.....	4	1941.....	24
1939.....	16	1942.....	42

Also, may I say that this year our valedictorian was a Spanish-speaking girl. She was awarded the gold wrist watch which is presented annually by a prominent Colton citizen to the boy or girl having the highest scholastic standing. She also received her life-membership scholarship-pin and a gold seal on her diploma, and was awarded the San Bernardino Valley Junior College Scholarship.

After weeks of careful and thoughtful planning, the Mexican Youth Club presented to the student-body of the high school its annual Pan-American program in assembly and its Pan-

American Fiesta in our high school gymnasium. To carry out the Mexican theme for the fiesta, there were sombreros, serapes, palms and streamers of various colors decorating the hall, while in the center of the room hung a beautifully decorated piñata. The piñata is to the Mexican people what the Christmas tree is to the English-speaking.

One of the main attractions at the Fiesta was a typical Mexican feature, the breaking of this piñata. Only English-speaking students took part, while the Spanish-speaking students gathered around to enjoy the fun. One of the boys who was blindfolded finally succeeded in breaking open the suspended piñata which contained a gift for each guest.

Another Mexican feature was the breaking of the cascarones while the students were dancing. Cascarones are beautiful, brightly-colored eggshells, filled with confetti.

The music for the fiesta was furnished by a Mexican orchestra seated on a platform that was decorated with flowers and palms. All players were in costume.

The president of the club acted as master-of-ceremonies for the day. This dance and program were rated by both faculty and students as the top-ranking student-body activities of the year.

WE feel that in our high school, which has an enrollment of about 875 students, we have done much to promote inter-American understanding and goodwill between our Spanish-speaking and English-speaking students.

* * *

The American Child, now in its 24th volume, is published monthly, October-May, by National Child Labor Committee, 419 4th Avenue, New York City; subscription \$2, Gertrude F. Zimand is editor. This periodical is of practical aid to all who are associated with the problems of child labor, juvenile delinquency and social welfare.

FATHER HUBBARD

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SANTA CLARA

CALIFORNIA

GUIDING PRINCIPLES

IN RELATIONS OF MEMBERS OF CALIFORNIA BOOKMENS ASSOCIATION AND THE SCHOOL PEOPLE OF CALIFORNIA

The following Guiding Principles are the work of a committee of California Bookmens Association and many representative school-people of the state. The committee, A. K. Allen, chairman; Bernard Hemp and Ritchie Smith, held frequent meetings, and carried on extended correspondence with school-people for more than a year.

It is believed, therefore, that these principles, recently adopted by California Bookmens Association, represent the composite judgment of its members and the school-people of California.—Editor.

Foreword

We are fully aware that these guiding principles include much that is obvious. Listing them here does not necessarily imply that they are being violated. Rather, they constitute a "confession of faith" in our ideals as a means of maintaining and extending these ideals.

1. Selection of Textbooks

a. This is a vastly more important duty of the school than is sometimes recognized. It is a serious educational function in which administrative and teacher judgment should be combined with professional presentations of the bookmen.

b. Since the textbook is an important part of the curriculum, influencing decidedly the teaching and learning of pupils, it should be a constant purpose of representatives of publishers to learn the specific needs of the school system and to offer the publications that meet those needs. By doing so, they would be sellers of educational service, not simply purveyors of books.

2. Interviews

a. It shall be considered unethical for an author or representative of a publisher to try to influence the action of a board of education on a definite and specific recommendation of textbooks made by a regularly established educational body. This does not apply if two or more basal texts are recommended in the same subject, or in case where an original decision by the board is necessary before the adoption can be completed. This section does not apply to county boards of education.

b. Uniform opportunities for interviews and all information concerning an adoption should be available to all bookmen.

3. Rewards

It is both unethical and unlawful for a publisher or his representative to offer, or a school person to receive, any direct or indirect personal reward for influencing an adoption. This need not bar minor courtesies of a social nature.

4. Appointment of Committees, Etc.

It is not ethical for a representative to take the initiative in securing the appointment of school people to regular positions or as members of a committee for the purpose of influencing the selection of textbooks, or to try to influence the election or appointment of members of boards of education.

5. Layman's Organizations, Etc.

It is unethical to attempt to influence adoptions through the use of layman's organizations or by appeal to sectarian, religious, fraternal, or political prejudices.

6. Secret Committees

Although it may not be unethical to use so-called "secret committees" in selecting textbooks, the belief is generally held that this infrequently used plan seldom, if ever, secures absolute secrecy. Moreover, we believe there is a distinct educational loss on the part of such committees by not hearing the presentations of the bookmen—an antidote for the "inbreeding" of educational ideas.

7. Local Authors

Local authors should neither be discriminated against nor favored in textbook adoptions.

8. Sample Textbooks

a. It is unethical for school people to sell sample books that have been submitted to them by the publishers.

b. It is unethical to request sample copies of books when no adoption is contemplated. In case of a pending adoption where fewer than ten copies would be purchased, sample books should be bought by the school.

c. If not adopted, a sample book specifically requested by the school should either be purchased, returned to the publisher, or given to the representative when he calls. The announcement of a proposed adoption or the sending of specifications for books does not constitute a request by the school for samples of textbooks.

d. We believe that publishers should not be asked to furnish free copies of books for workshop, curriculum, or professional libraries but rather that funds should be provided for the purchase of such books. This does not apply to situations where these books are used by committees working toward an adoption.

9. Reproduction of Copyrighted Material

It is both unlawful and unethical to reproduce in any manner and for any purpose publications covered by copyright except upon written permission of the holder of the copyright.

10. Book Exhibits

We believe that textbook exhibits make a distinct educational contribution to those who attend them and that suitable space for such exhibits at summer schools, teachers institutes, state and sectional meetings where desired, should be provided without charge except for a nominal service fee.

11. Book Budgets

Because of the high educational value of school books and their low relative cost, we believe it to be a wise policy for a school system to provide at all times adequate funds for the purchase of instructional materials for pupils and teachers.

* * *

Victorious Farms

FARM Victory Service, an outline for teaching the importance of student farm labor in the national food program, a bulletin issued by California State Department of Education, 120 pages, illustrated, has foreword by State Superintendent Dexter and preface by Julian A. McPhee, chief, Bureau of Agricultural Education and president, California State Polytechnic School, San Luis Obispo.

This useful and inspiring manual particularly assists the city high school teacher to instruct non-farm pupils on the importance of vacation farm-labor. It is full of helps for the student who volunteers for crop-harvesting and other emergency farm-work this year.

Mr. McPhee's bureau has prepared many other teaching-aids in connection with the farm victory service course. A pamphlet on seasonal labor requirements in California, and a series of 47 job-description sheets, may be obtained from State Bureau of Agricultural Education, California State Polytechnic, San Luis Obispo. The bureau's negatives for color-slides and filmstrips on 19 seasonal labor jobs have been turned over to a film-slide agency which will soon be announced.

Council Meeting

Continued from Page 10)

the end that war emergency credentials expire at the close of the emergency and that the holders of such credentials do not attain permanent status under them. This motion was seconded and carried.

The Committee discussed at length the problems incident to the present shortages of teachers. While reports presented to the committee indicated that the total shortages of teachers in the state are not great at this time, there are serious inadequacies in certain areas and subject fields. Furthermore, the prediction was made that shortages are likely to increase at an accelerated rate and that marked readjustments of teaching assignments resulting from emergency changes in school offerings will be made.

Suggestions of ways in which teacher shortage may be met were as follows:

1. That a roster be made of persons in the State of California who hold valid credentials and while not teaching at the present time, are interested in doing so.
2. That a roster be made of persons in the State whose credentials have lapsed and who are desirous of renewal in order to teach.
3. That all educational agencies including state, county and local district teaching or administrative personnel be charged with the responsibility of assisting in the training or retraining of teachers in the emergency.
4. That institutions for teacher education make possible the extension of their service into communities for the purpose of teacher re-education or re-adaption, that where possible to do so, such service be financed by the local school district.
5. That holders of only the junior college credential in fields taught in junior or senior high schools be empowered during the war emergency to teach such subjects at any secondary school level. — Jesse A. Bond, Acting Chairman.

Peter H. Snyder of San Diego moved that the Council officially extend its heartiest greeting to Sam Cohn of Sacramento, absent for the first time in many years. The motion carried unanimously.

Pansy J. Abbott of San Mateo County moved that teaching groups at home should be requested to pay the CTA membership fees for those who are in the Armed Forces. The motion carried.

No further business appearing the meeting adjourned after a moment of silence in respect to the memory of Arthur Henry Chamberlain.

CTA Board of Directors

Digest of Minutes, Meeting of
December 4, 1942

REGULAR meeting of CTA Board of Directors was called to order by President John F. Brady, 4:30 p.m., December 4, Hotel Biltmore, Los Angeles. All members were present, also Alfred E. Lentz, legal advisor.

Minutes of the last meeting were approved: financial statement was read and ordered filed: membership statements for 1942 and 1943 were read and ordered filed.

Henry C. Hall, chairman of the Tally Committee, reported the ballot count on the proposed CTA Retirement Plan; the ballot of around 4,000 votes was 3 to 1 in favor of the CTA Plan.

The State Executive Secretary reported that Barrett N. Coates, actuary, had completed his work on the Plan, but would be needed from time to time during the session of the Legislature. The Secretary was authorized to make all necessary arrangements.

The Working Committee of CTA Retirement Committee appeared before the Board and reported. Discussion followed but no action was taken, as the Council was to consider the matter the next day. A letter on teacher participation in social security was read at the author's request, but no action was taken.

California School Supervisors Association presented a request for affiliation with CTA. Inasmuch as a state-wide organization must have at least 251 CTA members, and the Supervisors Association had only 243, according to the records submitted, the Board instructed Mr. Cloud to write to Bernard Lonsdale, president, informing him that the Board favors affiliation and will approve the same as soon as the quota is met.

Mary Virginia Morris presented a problem with reference to NEA convention scheduled to open June 25. That is the closing day of school in Los Angeles and would bar most Los Angeles classroom teachers. It was moved and carried to request NEA to make July 4 the opening date of the convention.

Mrs. Marie Pierce, president, Pasadena Teachers Association and Howard L. Rowe of Madera County, were placed on the CTA Tenure Committee.

California junior colleges should require for graduation a course in the History of the United States, declared a resolution from Edgar E. Robinson, chairman, Conference of Junior College Teachers of American History. The Board went on record as approving and encouraging this plan.

CTA Bay Section Classroom Teachers Department requested a Department of Let-

ters or Safety Valve in Sierra Educational News. The request was referred to the Editor. Sam H. Cohn of Sacramento was made an Honorary Life Member of CTA. Renewal of lease for CTA headquarters in San Francisco was approved.

Next meeting of the Board was set for February 12 at 4:30 p.m. at headquarters. Legislative Committee meeting was set for February 13, 9:30 a.m. at headquarters.

* * *

Food Values

TABLES of Food Values, by Alice V. Bradley, professor of home economics, Santa Barbara State College, published by Manual Arts Press, Peoria, Illinois, now appears in an admirable and large revised edition.

Miss Bradley has had wide teaching experience in all grades from nursery school up, and has taught in several States. She has done county home service work and also lectured before professional and scientific groups including defense classes. This book in its previous edition was recommended by both American Medical and American Dietetic Association.

This new edition is over 100 pages longer than the original edition. It is completely up-to-date, even containing the recommendations of the recent National Nutrition Conference. Price \$3.50.

* * *

Alcohol Education is the theme of a helpful series of mimeographed bulletins issued by Violet Richardson-Ward, supervisor of health and physical education, Berkeley Schools.

* * *

Los Angeles Schools

LOS ANGELES City Schools, Vierling Kersey, superintendent, issue many excellent publications of interest and value to all school-people. For example, among recent titles are,—

1. *National Defense Training Program*, 36 pages, illustrated, prepared by J. Douglas Wilson, supervisor of national defense training in the city schools.
2. *The 3 R's and Readiness for Life*, 32 pages, prepared by a committee headed by Gertrud Addison and Meta N. Footman.
3. *On the Target*, 40 pages, for junior and senior high schools, as a directing force in the development of their contribution to the total war effort; prepared by a large committee, Maurice G. Blair, chairman, Secondary Curriculum Office.

CTA PLACEMENT SERVICE

Earl G. Gridley, Berkeley, and Carl A. Bowman, Los Angeles

IN placement service the teacher registers by filing 6 personal data sheets, including a contract sheet and by filing 6 recent photographs. The confidential recommendations of the teacher are usually available through the placement office of the college from which the teacher has graduated. A set of these is used as originals and typists prepare carbon-copies which are used for application purposes. All registrants should visit the placement office at least once for personal acquaintance and instruction, both oral and written.

The employer "lists" a position with us, usually asking for 5-6 suitable candidates. We must contact these teachers and secure their acceptance, after which their confidential papers are sent to the employer. The employing officer studies the recommendations and selects the candidates he wishes to interview, and either contacts them personally or through the placement office.

Although the number of candidates sent for any position is controlled by the desires of the employer, the Placement Bureau feels under obligation to send the papers of any other member who may request it. We are sometimes misunderstood on that point and are criticized for sending too many candidates.

A Non-Profit Service

The placement service is operated on a non-profit commission basis, charging those who are placed a very small percentage of the first year's salary—payable, if preferred, during the first three months of the school year. In cases where substitute teaching is done, the commission is paid on the actual salary earned during the year.

Membership in the California Teachers Association is obligatory; costing the experienced teachers the usual \$3 dues, and for student-teachers \$1.50. These dues paid for CTA

membership do not* go to the Placement Bureau. All dues are for the calendar year expiring December 31. Membership taken out after August 1 is written for the following calendar year.

Registrants, as well as all who come to the office, should always sign the desk register, for teachers change their address frequently, especially during vacation months when placement is most active.

Candidates are notified of vacancies by mail, giving all available information. In cases where notices of vacancies must be given more promptly than by mail service, the telephone and telegram are used.

Obtaining a position involves the following steps:

1. Finding the vacancy.
2. Sending confidential papers.
3. The personal interview.
4. Follow-up.

The office is responsible for many of these steps. However, the teacher's part in the interview, is of *paramount importance* to her.

Confidential letters should be kept up-to-date. Many have suffered severe handicaps when they find that former employers have moved to unknown places, leaving no letter of recommendation for the teacher.

Placement requires efficient and courteous service. The expense to all concerned is heavy, even when the utmost care is used. The cost to the office of placing a teacher varies with the circumstances of the case.

A majority of California teachers serve in the larger districts and have tenure, hence are not greatly interested in the placement problem. For over 20 years the Association has served those who wish placement service on a non-profit cost basis. The charges have been nominal and the Association has saved teachers tens of thousands of dollars as compared

* But do go to the CTA Section and State headquarters.

to the charges of commercial teachers agencies.

Placement Bureau, California Teachers Association, has no desire to monopolize placement of teachers, but we do believe that the selection and placement of teachers in the public schools should be kept within the profession. College and university placement offices in California are doing splendid work. We attempt to cooperate in all ways with teacher-training institutions. The CTA Placement Bureaus serve as clearing-houses for colleges and universities and for teachers in service. (See also Cover Page 3.)

* * *

The Rural Child in the War Emergency, by Marsh, a 50-page bulletin issued by Committee on Rural Education, 5835 Kimbark Avenue, Chicago, is the report of a recent conference called jointly by that committee and American Council on Education and contains much important material; price 10c.

* * *

Forward With Freedom

SANTA BARBARA City Schools, Curtis E. Warren, superintendent, have issued a third in their series of booklets; the first two were *Your Emergency Guide* and *You Are America*. The third, *Forward With Freedom*, was built by members of the teaching staff to help pupils develop a concept of democracy, not only as it is in our own country, but as it is in the other democratic countries of the world.

It is pointed out that although each democracy has its own pattern of government, all have the same high ideals. These ideals are then dealt with, showing what they are and why they are worth fighting for.

Alongside this picture of democracy is spread the picture of fascism, its ideals, and what the fascist countries are fighting for. The danger of fascism to democracy is clearly presented so that pupils may understand.

Prepared to meet the needs of boys and girls, this book of their own, one which they could understand, study and ponder, gives the classroom teacher an organization of materials to help her present world-problems to her class. It offers suggestions for activities, visual aids and a short bibliography.

Address the Superintendent's Office, Santa Barbara City Schools; price 25c.

LETTERS

IN response to a request from CTA Bay Section Classroom Teachers Department, this magazine is reviving an old feature of many years standing, "From the Field," letters from school people. Teachers are cordially invited to contribute to this department, short, timely, zestful letters. — Ed.

* * *

WE suggest more poetry; many reports of actual classroom administrative and supervisory activities; detailed accounts of legislative dangers or warnings; and reports of which measures or rulings have been passed, which affect education.

We have found it difficult to choose the five best articles in the November issue, as there are some 10 or 12, all told, which interested us equally well. We have placed an x beside some of these others, besides the 5 we have numbered. Your selections are excellent!

We are highly pleased with Sierra Educational News and sincerely appreciate all your good work. — *Dorothy D. VanDeman*, assistant director, early childhood education, Santa Barbara State College.

* * *

This last week was Patriotic Week at our school. It was a very successful campaign. Students showed their loyalty by wearing red, white, and blue, and by purchasing war stamps and bonds, which amounted to \$406.45 the very first day. The weeks total amounted to over \$800. We are very proud of this record and intend to keep it up. — *Beatrice Bordson*, Student Body Secretary, Jefferson Union High School, Daly City, San Mateo County.

* * *

It is amazing to me how level-headed and sound the Sierra Educational News has continued to remain when everything has to be weighed so carefully. Your work must grow increasingly complex. I don't envy you your job of weeding and adjusting, keeping the News up to its high standard. — *A Rural Teacher*.

* * *

Washington Society for Mental Hygiene, Arcade Building, Seattle, has as its executive secretary a California girl, Marjorie Rice, former visiting counselor in San Joaquin County schools.

University of California, especially its library, is commended in a recent 2-page mimeographed statement to the regents, summarizing authentic evidence from disinterested authorities, including American Council of Education, Eells, Foster, Visher and others.

In these surveys and reports, University of California invariably is placed among the first 4 or 5 universities in America. In a recent survey by American Library Association, the University Library was reported as outstanding in many fields. Only two libraries in the United States, Harvard and Library of Congress, exceed it. — *Harold Ellis*, manager, *University News Service*.

* * *

Music Education in Wartime was the theme of a recent inspiring and successful conference, California Western Music Educators Bay District, at Hotel Whitcomb, San Francisco. Charles S. Hayward, director, music department, Los Gates Union High School, is president of the district; 130 people attended the conference and participated in the unusually fine program. Charles M. Dennis, director of music, San Francisco, was chairman of arrangements; Charlotte Smith, Analy Union High School, Sebastopol, was song leader.

* * *

School Supervisors

THE nature of the times added significance to California School Supervisors Association conference held at Hotel Biltmore, Los Angeles, October 25-28. Despite the uncertainties involved in the war situation nearly 300 persons from all over the state registered for the conference.

It was a serious group that met to consider their responsibility for the perpetuation and improvement of education as an integral part of the demo-

cratic process; to recognize the challenges to education that are peculiar to the times; to develop a plan of action which would meet present day needs without sacrificing long term goals for education in a democracy.

Among outstanding educators whose addresses contributed to the success of the conference were:

Walter F. Dexter, state superintendent of public instruction; Helen Heffernan, chief, division of elementary education, State Department of Education; John A. Sexson, superintendent, Pasadena Public Schools; C. C. Trillingham, superintendent, Los Angeles County Schools; Arthur Coons, Office of Price Administration. Carey McWilliams, California commissioner of immigration and housing, spoke ably at the annual banquet on the problems of California's mobile population.

Dr. Louis Woodson Curtis, head music supervisor, Los Angeles City Schools, arranged an exceptionally fine musical program for the conference. Various musical groups from the city schools presented a musical program for each of the general sessions and the banquet.

A new departure in conference techniques was utilized for the examination of 9 areas of the educational program. Under the direction of 9 chairmen and nearly 100 resource leaders, workshop techniques were used in a series of workshop-type meetings. The activities of the workshop-type meetings included discussions of basic principles; visitations to centers where principles are in effective operation; determination of major problems in the particular areas under consideration.

Closing session of the conference was held Wednesday afternoon. Bernard Lonsdale, president of the Association, presided at the meeting at which the workshop leaders participated in sharing the experiences of the workshops.

Reports of the workshop recorders are being compiled and will be mailed to the members of the Association and guests who attended the conference.

At the business meeting, the following officers were reelected for another year: Bernard J. Lonsdale, president; Fred L. Trott, first vice-president; Ona Ring, second vice-president; Edith Maxson, secretary-treasurer.

DESERT DAWN

Jean E. Dudley, Chino, San Bernardino County

AWAY off in the hills somewhere the cattle drowse. A sheaf
Of grey cloud turns to silver, and dawn streaks the sky.
Glisten the smokewood trees. Now lovely beyond belief
Is the smell of sage and creosote where the wild things shy.
Then clear through the clefts of the rocks light pours in a golden sheet.
The hills still swathed in violet, shadow on shadow, lie.
And the cactus' flame, and the mallow's cup, and all the blooming, sweet.
Stir to the whirr of startled wings, as the wild quail fly.

SCHOOL BROADCASTING

RADIO BROADCASTING IN SAN BERNARDINO CITY SCHOOLS

Joseph W. Landon, Supervisor of Music, San Bernardino City Schools

THE importance of radio programs for schools as an educational medium has assumed an increasing role each year. Many school systems have audio-visual aid departments which assist in the planning of the use of these aids to learning.

Yet few schools have considered the possibilities which present themselves to education in the form of broadcasts by the schools themselves. This is of necessity true since facilities for this type of procedure are limited, and in many communities are entirely non-existent.

San Bernardino has been fortunate in having access to the Mutual district station, KFXM, whose cooperation with the schools in planning education by radio, particularly in the field of music, has been extremely helpful. By this means, programs of educational nature handled by the Mutual Network have been released locally if desired, and school groups were frequently allowed broadcast time to present their own programs.

A Planned Program

Feeling that a planned program of radio broadcasts might fulfill a hitherto little-considered need, the Music Department of San Bernardino city schools undertook to plan a series of radio programs during 1941-42. Here, it seemed, was an opportunity which presented some aspects of a worthwhile addition to the accepted audio-visual educational work.

Certain problems became immediately apparent, however, such as what the central theme should be, how often the programs should be presented, how long they should be, where our studio would be located, what groups should be presented, and a myriad of lesser, but none-the-less important matters.

After December 7, 1941, the planning of the function of these broad-

casts assumed greater significance in our minds. About this time, the theme of American Unity Through Music which had been adopted by the Music Educators National Conference was augmented by the United States War Department in a brochure entitled Music in the National Effort. Thus, at once, the significance of music in the life of the nation was officially recognized and it became apparent that our programs might well center around the two-fold purpose of showing how music education in the schools was operating toward assisting in the national effort, and also that of a worthwhile community public relations feature. Toward that end, the title of Young America Sings was chosen for the broadcasts.

Fifteen Minutes

It was decided that a weekly program of 15 minutes would best fulfill the need and conform to the desirability of regularity in scheduling, at the same time being capable of satisfactorily carrying out the central theme and becoming less likely to lose the momentum which a longer or less-regular program might incur.

Officials and technicians of KFXM assisted the schools in providing a radio-studio at the Senior High School, where it was found the bandroom was ideally insulated for this purpose. Thus, by remote control, an administrative problem often arising from off-campus functions, was eliminated. The handling of the programs, including the preparation of the script and announcing was left entirely in the hands of school people, with the result that Young America Sings emerged as an entirely school-planned program.

The question of what groups should perform was relatively simple. It was desirable that, in working out the idea of Music in the National Ef-

fort, we show a composite picture of music education in our schools. By arranging programs well in advance of their release date, it was possible to avoid duplication of any groups, and in so doing to present a cross-section of school music in San Bernardino. In this way, elementary music classes and rhythm bands, and junior and senior high school orchestras, bands, general music classes, a cappella choirs, and soloists were all worked into the general picture.

American Life

Scripts dealt with ideas and ideals which are paramount in American life. Since the San Bernardino County area had been chosen by the office of U. S. Commissioner of Education as a demonstration center for inter-American education, some programs were centered around the culture and arts of our neighbors of the Americas. Though future planning is in progress to include the correlation of such areas of learning as the fine arts, speech arts, and social living, it was felt that such work would necessitate much planning and would be spread over a period of time. However, the occasional use of student announcers proved not only to be effective, but indeed valuable training.

PROGRAMS went not only to homes but, since they were programmed during the afternoon, were often used by the schools. Favorable reports were received from reception in other neighboring areas. Transcriptions were made for the later use of performing groups for the purpose of self-analysis. These transcriptions also have made a valuable file of our radio activities.

San Bernardino city schools music department programs have merely touched upon the potentialities of radio broadcasting in education. The intriguing and desirable element is the possibility of continued expansion with the development of ideas which will increase their scope and usefulness.

Latin for Americans

LATIN For Americans, Book Two, by Ullman and Henry, is published by The Macmillan Company, price \$2.40.

This text, like the first book of this new series, owes its title to its insistence on American ideals and their ancient background, to its comparisons of Roman and American institutions, to its numerous English-word studies, to its pictures of American buildings inspired by those of antiquity, to its recording of Latin phrases used as mottoes and in other ways, and to many other features.

Arranged in 6 parts, it progresses from simple Latin readings about Roman life through the story of the Argonauts and Caesar's wars, to the poetry of Ovid.

This widely-used text, first published in 1925, has appeared in several editions, 1929 and 1936. In the present edition, Miss Claire C. Thursby, University High School, Oakland, has contributed numerous valuable suggestions.

* * *

The Harvey Girls

TO the countless thousands who, during the past half-century, have dined at the Harvey Houses along the Santa Fe Railroad: read and enjoy *The Harvey Girls*, a novel by that veteran novelist and reporter, Samuel Hopkins Adams.

In 1876 Fred Harvey opened a lunchroom in the little red-painted depot at Topeka. Thus began the famous chain of "eating houses" which followed the young and growing Santa Fe Railroad from the Kansas prairies to the California coast.

In those days there were few young women in the Southwestern frontier towns who fulfilled Mr. Harvey's high requirements for waitresses, so he imported his own choices from the cities and farms of the East and Middle West. Some of these girls were destined to become the joint-founders of social, political and financial dynasties that are strongly influential in many Southwestern communities today!

The story is laid in the early 1890's, around the Harvey House in a typical Southwestern desert town which the author calls Sandrock. Cricket, Deb and Hazel are the three Harvey Girls who help "feed the trains" and who bring to Sandrock a bit of culture—and a lot of romance.

The book is published by Random House, 20 East 57th Street, New York City; price \$2.50.

New Folding Chair

New All-Service Wood Folding Chair Now Offered by American Seating Company

LONG before this country entered the war, American Seating Company, Grand Rapids, Michigan, manufacturer of public seating, was furnishing substantial quantities of seating equipment to all branches of the nation's armed forces. Product in greatest demand was the company's all-steel folding chair, which was also experiencing pyramiding distribution to schools, churches, auditoriums and countless peacetime markets.

As a result of the outstanding service which these chairs delivered, the American Seating Company was recognized by governmental purchasing authorities as a major source of supply for folding chairs and other types of seating equipment.

When it became apparent that the use of steel would be limited to direct war needs, the Research and Development Departments of the American Seating Company began work on a wood folding chair that would meet government requirements for strength,

comfort, rigidity and serviceability and thus fill an essential wartime need. In the progress of this development government and company engineers collaborated effectively. The American All-Service Wood Folding Chair was adopted as a standard folding chair design by government purchasing authorities. To insure immediate fulfillment of demands of the armed forces and non-combatant branches of the government, several companies have undertaken the manufacture of this chair.

The company reports that increased facilities for the manufacture of these chairs now makes it possible to fill government requirements and at the same time to offer the chairs for civilian use. According to the American Seating Company, "The No. 674 All-Service Wood Folder will meet every indoor use requirement. It is not just another folding chair. It is more sturdily built and will give longer service. It is more comfortable. It is better looking. It is more reasonably priced in relation to its quality and many superior features. The No. 674 will serve admirably where comfortable, durable seating is desired. Compact folding adds to its utility."

American Universal Tables are available in a range of sizes to accommodate from 4-8 pupils. Construction is characterized by the absence of corner legs, stretchers and other structural members which interfere with the knees and legs of the occupant. Built to American quality standards throughout, they are recommended for every purpose from kindergarten through college.

Here is the American Seating Company New Wood Folding Chair; also the American Universal Table.



PUBLIC SCHOOLS WEEK

CALIFORNIA SCHOOLS ARE A VITAL COG IN AMERICA'S WAR EFFORT.
LET'S DEVOTE PUBLIC SCHOOLS WEEK THIS YEAR TO
A PRESENTATION OF THE FACTS

Joseph Burton Vasche', Director of Research and Curriculum, Stanislaus County Schools, Modesto

"California schools are geared in entirety to responsibilities of the War Effort, including training and service for Victory — and for the Peace to follow."

CALIFORNIA Public Schools Week, 24th annual observance, April 12-17, 1943!

Let's make observance count this year! For here is one opportunity to *re-inform* and to *re-assure* the Great Public that Education is *sincere* and *complete* in its efforts to provide sound, thorough, needed training to boys and girls, to men and women.

"Our School's Part in the Victory Program" might well be taken as the basic theme for the individual observance, and all activities developed about this central idea. A faculty, student, and community committee — working cooperatively, should outline plans for the observance, and provide a variety of activities which will touch every patron in the area.

Mileage rationing and dim-out regulations make it imperative that many of the traditional events be curtailed this year. In their places, new activities must be developed, and these at minimum expenditure of time and money. Here are some suggestions!

1. A student speakers bureau can carry the message of the school to various community groups. Every community organization should be contacted by the observance committee, and a program presented at the meeting falling during or near Public Schools Week. The public speaking instructor might be in direct charge of preparing speakers, as part of regular class work.

2. All programs should feature Victory Work of the school. Junior Red Cross, Boy and Girl Scout, 4-H Club, Future Farmers of America, High School Victory Corps, Scrap Salvage Drive, Crop Harvesting and Processing, War Bond and Stamp

Sales — these activities should be emphasized. A student song leader might direct community singing of patriotic airs, and musical and entertainment numbers, by student groups, should be part of every school group appearance before out-of-school organizations.

3. Open-house should be held at the school each day during the week, and various departments should have appropriate demonstrations and displays. On one afternoon, say Friday, brief exercises should be held in the auditorium for the student body and the public. Representatives of community organizations should be invited guests. Part of this program should include formal dedication of the school's service flag.

4. A series of articles describing the school's Victory program should be prepared for publication in community newspapers throughout the week. In smaller communities, a special Education for Victory section may be arranged for the weekly newspaper. Students, faculty members, trustees and community organization leaders should contribute articles to this newspaper section.

5. A special Victory issue of the school newspaper should be published and distributed to every box holder in the school district, and this should include details of every program to be presented by the school during the week. Articles for this issue should be directly-to-the-point, and should cover every activity and every department in the school. Journalism and English classes should be responsible for this part of the observance.

6. Full advantage should be taken of facilities of regional radio stations. Observance committee should delegate the chairmanship of this function to a capable faculty member, and spot announcements and one or more 15-minute programs should be produced, portraying in dramatic form, Victory Work of the school. Ideally, a daily broadcast, well-advertised through the newspapers and leaflets to all homes, should be the aim of the radio section of the observance.

START out *right now* with your plans for this year's observance. Check carefully through the many

Victory undertakings of your school, obtain as much factual information as you can, and then stress this in your programs.

The schools of California have been doing a truly *great job*, both in the demands of the Victory program, and in regular classroom instruction. The people want to hear the story, and Public Schools Week provides the occasion.

This is the challenge brought by Public Schools Week this year! *May every 1943 observance be a real contribution to community well-being!*

* * *

The Use and Tests and Rating Devices in the Appraisal of Personality, by Traxler, is Bulletin 23 revised, 80 pages, published by Educational Records Bureau, 437 West 59th Street, New York City. First issued in 1938, the admirable bulletin came into wide use and is now brought up-to-date. It is of practical value to all school-people.

* * *

Brigadier General David P. Hardy, deputy superintendent of schools on leave, San Francisco, is commanding the Coast Artillery Brigade at Camp Pendleton, Virginia. His older son Charles attended University of California, Berkeley, one year before going to West Point; his younger son James is in the sophomore class at Cal. Plate courtesy of The California Monthly.

David P. Hardy



BETTER NUTRITION

SAN DIEGO HOME-ECONOMICS NUTRITION PROJECT

Mildred S. Henderson, Supervisor of Home Economics, San Diego City Schools

THE San Diego City Schools are cooperating with a city and county committee in a community-wide Nutrition Program.

This city and county committee was organized in December, 1941, with the help of Jane Sedgewick, chief of nutrition service, Department of Public Health of San Francisco. It consisted of the county director of child hygiene, chairman, together with local dietitians, home-economics teachers, county home demonstration agent, representative of the home-service department of the local gas company, supervisor of home-economics in the city schools, and regional supervisor of homemaking.

Prior to the opening of school this past fall, a steering committee was appointed to organize and take care of the various promotional activities necessary to the stimulating of public interest in nutrition. Personnel of the education steering committee consists of the general chairman, county home demonstration agent, city supervisor of home-economics, regional coordinator in home-economics and a hospital dietitian.

The publicity committee made provision for a speakers bureau, as well as chairmen for radio and newspaper publicity. One member of the committee was assigned to obtain lists of visual aids and bibliographies from school and public libraries and make them available to schools and clubs.

A committee was also set up to contact managers of public eating-places to enlist their cooperation. School-cafeteria managers also cooperated by publicizing menus, and guiding students in proper selection of food.

Last spring, an all-day program of nutrition was planned for the city and county by the county home demonstration agent, assisted by members of the nutrition committee. It included several exhibits, by members of the

committee, a panel discussion, and talks on nutrition in its relation to good health. A similar meeting was held this December, with the schools cooperating.

During the 1942 spring semester, a refresher course in nutrition was offered by a member of the medical staff of Scripps Metabolic Clinic. All the teachers of foods and nutrition in both city and county enrolled, as well as many local dietitians. A similar course was arranged for cafeteria managers, by a local dietitian. All of the managers, together with most of their assistants, enrolled.

The week of October 18-24, 1942, was publicly declared in San Diego as Nutrition Week, during which the newspapers carried several articles relative to good nutrition. There were also nutrition institutes, radio broadcasts, nutrition newsreels in many of the motion-picture theatres as well as school assemblies and community group meetings. The slogan was *You Can't Be All Out For The War If You're All In From Hidden Hunger*. Many attractive posters were displayed in schools and store windows. Some business-houses had attractive window-displays demonstrating the importance of certain foods to good health.

Visual Aids and Dramatics

The school visual education department provided nutrition films for the use of junior and senior high school assemblies. Schools also featured plays, prepared and given in the auditorium by home-economics students.

Another general meeting was held this past fall, sponsored by the nutrition committee at which Dr. Helen S. Mitchell, director of nutrition on the staff of the coordinator of health welfare and related defense activities, Washington, D. C., was the speaker.

Prior to the opening of school in 1942, an administrative planning-committee was appointed by the superintendent's office and a series of pre-school conferences were arranged. These conference committees met for three days prior to the opening of school. The theme was *Adapting Our School to War Demands*. These committees brought to the entire teaching staff during a general assembly their various recommendations, which included considerable emphasis on the teaching of health and nutrition. All committees stressed the importance of proper food to health, but the committee on physical and mental health placed special emphasis on the teaching of nutrition in various classes at different levels. This committee made the specific recommendation that

The basic elements of nutrition be taught to every boy and girl in the 7th and 8th grade, either in science or home-economics classes or both, and that every teacher should be alert to the nutritional condition of her pupils and assume responsibility for cases needing attention.

A monograph on nutrition, prepared by the home-economics office, is available to all teachers desiring it. It is prepared especially as a teaching aid for those wishing to assist students in the selection of food whether at home, in a restaurant, or in the school cafeteria. A bulletin has been prepared and distributed giving suggestions for planning and preparing the box-lunch which the student carries to school.

Nutrition is chiefly taught in connection with home-economics classes in the junior and senior high schools. Although there are some boys in the home-economics classes, it is felt that not enough of the boys get the necessary information to become discriminating in their selection of food for health. Hence instruction material is being prepared that may be used in physical education and science classes, as well as other classes where such a unit may occur.

The Narcotic Review, to suppress the use of habit-forming drugs, now in its 7th volume, is published quarterly by Inter-State Narcotic Association, 53 West Jackson Boulevard, Chicago; A. H. Mather is editor; subscription price 50c yearly. California teachers find this publication helpful to them in carrying out the provisions of the California School Code with reference to this field.

* * *

In Black and White

Margaret Jenkins, Teacher, Fremont School, Santa Clara

WONDER what we did back there in 1942-43?

Ah! But there it is down in black-and-white, or should we say — color?

The small schools part is a big part. Never before was the small school and small child confronted with a larger role.

That these efforts of war industries would never be forgotten, a full-length color-film has recorded the combined war effort of the children in Fremont School, Santa Clara.

Each teacher acted as chairman and committee for different war efforts to be undertaken by the school, — from war stamps and bonds to Junior Red Cross activities, Victory Gardens to salvaging, and from stationery to making cookies for the soldiers.

Children watched salvage collections and thermometers pile up with enthusiasm far beyond their few years. With a student-body of only some 275 students, from kindergarten up through the 5th grade, that war savings stamp thermometer rose to well over \$1200. in a few months.

Their faces were just as happy again when they preview their efforts on the screen and see their own little faces grinning back at them. There were no practices for this, as every shot was a real scene. Titles were an unnecessary element, as patriotic posters supplied a theme as each part unfolded.

The film was edited and photographed by the author and supervised by the school's principal, Robert Moore.

It seemed a little of a financial undertaking, but long ago this item has been submerged by its recording features, and by the fact of the reel's importance of being a popular attraction on many a local service-club or civic organizations program.

Put it down in black and white and remember! Look back as well as ahead and see what was done — don't forget it will be History!

... Shall Not Perish from the Earth



Mother, symbol of the PTA; Child, symbol of the American free Public School system; and The Armed Forces of the United Nations, symbolizing Man's irresistible march to Freedom, are here dramatically portrayed. Plate courtesy of San Francisco War Chest.

A Prayer

W. J. Sanders, Teacher, Visalia Junior College

IN me what's true,
May I affirm;
In me what's false,
Let me unlearn;
In me what's good,
May I set free;
In me what's blind,
Find light to see;
In me what's right,
In strength confirm;
In me what's doubt,
By faith discern;
In me what's weak,
Support in will;
I would be meek,
Yet forceful still.

* * *

Assigned Out-of-School Listening by Kenneth G. Bartlett, assistant professor of radio education at Syracuse University, is a 4-page, mimeographed article issued by the public service division of the Blue Network, Radio City, New York City. Professor Bartlett, a pioneer in the field of radio education, is considered one of the

outstanding teachers of radio broadcasting in the United States.

He states that "radio programs have changed our environment and conditioned our behavior. They have made the world smaller and, in terms of immediacy, have brought the war into our homes. It is at once an opportunity and an obligation: an opportunity in the sense that directed listening will encourage better programs just as directed reading has encouraged better writing; It is values such as these that make assigned out-of-school listening educationally desirable."

* * *

"Young man, in one day you have done more to disturb the routine of this school than any pupil we have. Frankly, I am at my wit's end to know what to do about it. Have you any suggestions, Mr. Paxton?" The principal, who was known for his tolerance and patience, shifted his gaze from the overgrown, sullen boy and looked at me in desperation."

How would you answer your principal? "Mr. Paxton's answer is in the enjoyable short story Franklin Cummings of Alameda High School has written concerning one of his own teaching experiences. "Dictator" appeared in the November 1942 issue of NEA Journal.

In Memoriam

California School People Recently Deceased

Ernest L. Rea, registrar, Riverside Junior College and the oldest faculty member in point of service in Riverside City Schools, recently died after a long illness. Born in Kansas, he went as a boy with his family to San Jose and graduated from Stanford University. In 1902 he began his teaching career as Latin instructor at Riverside High School and transferred to the Junior College at its opening over 25 years ago. Mr. Rea was active in many professional, civic, and fraternal organizations.

* * *

Otto W. Bardarson

THE sudden death of Otto W. Bardarson, principal of Carmel High School and superintendent of the unified district, on December 17 came as a shocking blow to the hundreds of students who loved him and to the community that honored and respected him.

For 14 years Mr. Bardarson worked tirelessly for the young people of Carmel. His dream of a fully-rounded educational program was realized in 1939 with the building of the Carmel High School. This year, after many difficulties, completion of the gymnasium and cafeteria and the beautification of the grounds would have brought him some release from the arduousness of his labors, but just as the goal was in sight, an acute heart attack struck him while he was working at his desk. He was taken to his home, where two hours later, at 12:30 pm, he died.

There is not a home in Carmel that does not feel a sense of personal loss, for his generosity, understanding, and allegiance to a high code of honor and integrity made him the community's friend and leader. To his faculty, it was like losing an elder brother.

Although Mr. Bardarson was only 44, he had made an enviable record in educational circles. He was former president of California Elementary School Principals Association, chairman of California Teachers Association Committee on Finance, member of the State Council of California Teachers Association, director of the Carmel Boy Scouts, member of American Legion and California Secondary School Principals Association. Always an enthusiastic supporter of professional organizations, his schools

long were 100% enrolled in the CTA and NEA.

Mr. Bardarson was born in Canada of Icelandic stock; his father was a noted authority on the Norse saga. After taking his A.B. and M.A. degrees from University of Washington, where he had starred as a wrestler, he entered the California school system as physical education instructor at Mount Shasta High School, but soon afterwards he became principal of Lincoln Elementary School, Fresno. In 1928 he was elected principal of Sunset Elementary School in Carmel, and made it one of the outstanding progressive schools of the state. In 1939, Mr. Bardarson was made superintendent of the unified school district and principal of the newly-erected high school.

A public memorial service was held for him on Sunday afternoon, December 20, in the Sunset School auditorium, with Dr. James C. Crowther in charge. School Board Trustee Peter Ferrante, Acting-Principal J. W. Getsinger, and Clara Kellogg, a member of the board of trustees which first elected Mr. Bardarson, gave moving tributes to the memory of a truly good man and loyal friend, Otto W. Bardarson. — Donald M. Craig, Carmel.

* * *

Our Patriotic Songs

VANGUARD Press has published *Stories of Our Patriotic Songs*, by John Henry Lyons, director of music, Pasadena city schools.

The patriotic songs of our country each carries with it a story of the circumstances surrounding the historical period described. John Henry is a past master in directing singing. His explanation of the songs which he directs has led him to prepare material which will be available for those who are interested in our country's history.

This book will fill a long felt need. It is timely and will be appropriate reading for young people and the older ones as well. Price, \$1.50.

* * *

Basis for Learning

Educational Factors, new publishing house at Santa Barbara, is a non-profit group of educators of recognized professional standing having as its chief objectives the furthering of educational research and the publication of textbooks, instructional materials, and tests developed in the West.

First in its series of "California Textbooks in Education" is *Living: The Basis for Learning*, an illustrated book of 250

pages, from Santa Barbara City School Curriculum Laboratory, with preface by Dr. Curtis E. Warren, superintendent; Dr. Russell Graydon Leiter, director of research, is editor of the series; price \$3.25.

The firm is issuing a reading series, classroom management series and tests.

* * *

John Bidwell

JOHAN BIDWELL, Prince of California Pioneers, published by Caxton Printers, Caldwell, Idaho, price \$3.50.

Rockwell D. Hunt, dean of the graduate school of University of Southern California and author of a number of standard textbooks on California and Pacific Coast history, has written a large and interesting biography of John Bidwell, one of the most eminent of California's pioneers.

John Bidwell's life embodied some of the finest principles of any of California's early residents. He came with one of the first groups of emigrants to enter California. He was here when gold was discovered and had charge of Sutter's Fort for John A. Sutter during a most colorful period of California. He was a man of high ideals and was a candidate for President of the United States on the Prohibition Ticket.

He resided at Chico and his old home there became the seat of a State College, now one of the important educational seats of northern California.

Dean Hunt has indeed enriched the history of California by this volume. It is written in a most interesting manner and should be in every high school in the state and in the library of everyone who enjoys California.

* * *

Health Films

HEALTH film resources of the United States have been comprehensively surveyed and the results published in a pamphlet entitled *Health Films*, a descriptive list of 219 selected motion-pictures, arranged under 38 subject classifications.

This list helps health educators, teachers and others to find the films they need, and is of special interest at the present time, when the teaching of health has become more than ever an important national concern.

Health Films is available at 25c a copy from Section on Health and Medical Films, American Film Center, 45 Rockefeller Plaza, New York City.

CTA HONOR SCHOOLS

SCHOOL STAFFS ENROLLED 100% IN CALIFORNIA TEACHERS ASSOCIATION

Bay Section

San Francisco — Alvarado, Burnett, Edison, Excelsior, Fairmount, Franklin, Garfield, Guadalupe, Hancock, Lafayette, Madison, Miraloma, Monroe, Ulloa.

Berkeley — Columbus, Gragmont, Emerson, Hillside, Jefferson, John Muir, Lincoln, Oxford, Washington, Whittier-University.

San Leandro — Lincoln, Roosevelt and Sunshine.

Richmond — Grant, Nystrom and Stege.

Marin County — Franklin, Larkspur, and Novato.

San Joaquin County — Atlanta, Bellota, Burwood, Castle, Delphi, Fairchild, Greenwood, Houston, Jefferson, Lafayette, Linden Elementary, Emerson and Lincoln at Lodi, New Hope, New Jerusalem, Ray, Ripon Elementary, Terminous, all of Tracy Ele-

mentary (Central, South and West Park), Tracy High, Turner, Victor and Waverly. Palo Alto — Lytton and Mayfield.

Santa Clara County — Cambrian, Campbell Elementary, Cupertino, Jefferson Union, Los Altos, McKinley, Morgan Hill, Dana Street School at Mt. View, San Martin, San Ysidro, Union, Whisman and Live Oak Union High at Morgan Hill.

Sonoma County — Sonoma Valley High School.

Stanislaus County — Ceres, Hughson, Knights Ferry, La Grange, McHenry, Oakdale, Riverbank, Roberts Ferry, Rosedale, Valley Home and Denair Unified High.

Tuolumne County — Arastraville, Chinese Camp, Long Barn, Moccasin Creek, Poverty Hill, Rawhide, Soulsbyville, Tutletown, Twain Harte, Shaws Flat-Springfield and Summerville High.

Coronado school children, in San Diego County, contributed 310 tons of scrap metal in a recent drive there; Victory Corps are now being organized. J. Leslie Cutler is superintendent of schools, and reports that the school children also raised \$386. for purchase of stirrup-pumps for fire protection.

* * *

Prose and Poetry

THE L. W. Singer Publishing Company of Syracuse, New York, has issued four new volumes of Prose and Poetry. The first is entitled *Prose and Poetry for Enjoyment* and is for 9th grade pupils; the second, *Prose and Poetry for Appreciation*, is intended for the 10th grade. *Prose and Poetry of America* is for the 11th and *Prose and Poetry of England* is for the 12th grade.

The many schools using this series will find in the books much material that will be of exceeding value to them. They are also arranged so interestingly that materials will be available which will materially aid in enriching the literary education of the pupils. In the arrangement of the materials there is a careful balance between modern and classical literature, with enough of each to satisfy all teachers.

The publishers can justify their claim that these are beautifully designed and executed textbooks. The illustrations, in abundance, are by Guy Brown Wiser, a wellknown California artist.

The editors who selected the material for the books are Elizabeth Frances Anson; Harriet Marcelia Lucas; Raymond F. McCoy; and Donald MacLean Tower.

Creative Music

MUSIC of Young Children, 2. General Observations, by Gladys Evelyn Moorhead and Donald Pond, a 38-page bulletin, is one of the Pillsbury Foundation Studies, 1611 Anacapa Street, Santa Barbara.

Miss Moorhead, prominent California schoolwoman, has charge of this unique private school for young children (ages 2-6) featuring creative music.

The initial study, *The Chant*, was given notice in this magazine, September 1941.

* * *

Los Angeles County

Audio-Visual Expert in Washington

AS a result of outstanding work done in Los Angeles County schools, Mrs. Elizabeth Goudy, specialist in the audio-visual department, was loaned to the federal government to assist the War Production Board in training officials. Her work consists of advising instructors of large groups in the proper use of all types of audio-visual aids, of preparing charts which explain important points in using audio-visual aids, and of assisting in the in-service training of 2000 office employees per week. — C. C. Carpenter, Assistant Superintendent, Los Angeles County Schools.

Relationship Between Problems of Children and Problems of Manpower, by Marshall Field, is a 20-page bulletin issued by National Citizens Committee of White House Conference on Children In A Democracy. Mr. Field is chairman of the committee; Mrs. Betty Edkhardt May is director; address 122 East 22nd Street, New York City. Copies of the bulletin are available for distribution to libraries. The 4th White House Conference, in the broad fields of education, health, and welfare, made recommendations as guides for the planning for children during the next decade.

* * *

Poppy Program

Of the American Legion Auxiliary

THE Auxiliary's Poppy Program begins in the fall when poppy orders are solicited and ends in the spring when actual sales take place.

In the various Veteran Hospitals the disabled Veterans are permitted to engage in profitable employment by shaping the little red flowers. The work is only given to Veterans who have little or no government compensation. In this manner they may earn a little money to supply the needs not provided by the hospitals or to provide for their families some of the comforts denied them because of their husbands and fathers disabilities.

Their need is pitiful and their eagerness to help themselves through earning money rather than depend entirely upon charitable donations awakens the highest admiration.

The poppy-making has a beneficial effect in addition to the money it enables the Veterans to earn. The hours for sick men in the hospital are long and monotonous. Men whose fingers are busy with bright red poppy-making do not have so much time to think of their misfortunes and therefore are given a new interest.

The success of the poppy sale depends upon the units of the American Legion Auxiliary. To help prepare for that sale our organization each year conducts a Poppy Poster Contest in the schools. In this way the children become interested and therefore spread the story of the poppy to their classmates and families. The posters are also used for advertising in the different places of business in the communities.

The rules for the Poppy Poster Contest are taken to the schools by the members of the poppy committee in their respective communities. This year we are asking that the Red Flanders Poppy appear on each poster. — Mrs. Grover Wendland, Department Poppy Chairman.

VOICES OF THE FATHERS

RULES AND ADVICE TO CHILDREN

William Penn's Advice to His Children*

BETAKE to yourself some honest, industrious course of life, and that not of sordid covetousness, but for example, and to avoid idleness. And if you marry, choose with the knowledge and consent of your mother, if living, or of your guardian. Mind neither beauty nor riches, but the fear of the Lord, and a sweet and amiable disposition, such as you can love above all this world, and that may make your habitation pleasant and desirable to you.

And being married, be tender, affectionate and meek. Live in the fear of the Lord and he will bless you and your offspring. Be sure to live within compass; borrow not, neither be beholden to any. Ruin not yourself by kindness to others; for that exceeds the due bounds of friendship, neither will a true friend expect it. . .

Let your industry and parsimony go no further than for a sufficiency for life, and to make a provision for your children, and that in moderation. I charge you help the poor and the needy; let the Lord have a voluntary share of your income for the good of the poor, both in our society

* The above quotations were taken by Roy W. Cloud from *Footprints of the Worlds History*, by William S. Bryan; introduced by John C. Ridpath; Historical Publishing Company, Philadelphia and St. Louis, 1891. Wm. Penn p. 227; Jefferson p. 291.

Florence S. Hellman, chief bibliographer, Library of Congress, reports "We find 'The Advice of William Penn to His Children' in his 'The Peace of Europe: The Fruits of Solitude, and Other Writings,' New York, E. P. Dutton & Co., 1915, p. 95-127 (Everyman's Library, ed. by Ernest Rhys; *Essays and Belles Lettres* (No. 724)."

"We have located Thomas Jefferson's 'A Decalogue of Canons for observation in practical life' in a letter to Thomas Jefferson Smith dated February 21, 1825. A copy of this letter is in 'The Writings of Thomas Jefferson,' Andrew A. Lipscomb, editor-in-chief; Albert E. Bergh, Managing Editor; v. 16; Washington, D.C., The Thomas Jefferson Memorial Association of the United States, 1905, p. 110-111."

and others; for we are all His creatures; remembering that "he that giveth to the poor lendeth to the Lord." . . .

Be humble and gentle in your conversation; of few words I charge you, but always pertinent when you speak, hearing out before you attempt to answer, and then speaking as if you would persuade, not impose. Watch against anger; neither speak nor act in it; for like drunkenness, it maketh a man a beast and throws people into desperate inconveniences. . .

Live the lives you would have others live. Keep upon the Square for God sees you, and be sure you see with your own eyes and hear with your own ears. But let your hearts be upright before the Lord, trusting in him above the contrivances of men and none will be able to hurt or supplant you.

Jefferson's Rules Which He Gave to His Children*

1. Never put off till tomorrow what you can do today.
2. Never trouble another for what you can do yourself.
3. Never spend your money before you have it.
4. Never buy what you do not want, because it is cheap; it will be dear to you.
5. Pride costs us more than hunger, thirst, and cold.
6. We never repent of having eaten too little.
7. Nothing is troublesome that we do willingly.
8. How much pain have cost us the evils that have never happened.
9. Take things away by their smooth handle.
10. When angry, count ten before you speak; if very angry, one hundred.

Mathematics Visual and Teaching Aids, compiled by Hildebrandt and Heimers, is a 20-page mimeographed bulletin issued by Dr. Lili Heimers, director, Visual Aids Service, State Teachers College, Upper Montclair, New Jersey, price 25c. Remittance must accompany order, stamps not acceptable. This valuable and comprehensive check-list is of use to all mathematics teachers.

* * *

Americanism Contest

Naomi M. Steele, Department Americanism
Chairman, San Dimas

AMERICAN Legion Auxiliary is again conducting Americanism Essay Contests in the schools throughout the State and Nation, to encourage students to think and to express themselves on their love and respect for their Country.

The contests are conducted by local units in each community. The best essays are then entered in competition in the district, the department, and finally in the national contest.

Subject for the contest is Making America Strong. Essays shall be no more than 500 words in length. Pupils of junior and high school are eligible.

Subject for Grades 4, 5, 6: How can I help my country in wartime? This contest for the elementary grades does not enter national competition.

Judging: The essays shall be judged as follows:

- 40% — Patriotism.
- 40% — Originality.
- 20% — Neatness, punctuation, spelling.

Prizes, given by Department of California:

Group 1 (Grades 4, 5, 6) — Gold Medal for best essay; Silver Medal for next best.

Group 2 (Junior High) — Gold Medal for best essay; Silver Medal for next best.

Group 3 (High School) — Gold Medal for best essay; Silver Medal for next best.

Units and Districts may give additional prizes for contests in their elimination.

Dates: Essays must be in the hands of the Unit Chairman by April 1. The District and Department Awards to be in the hands of the Unit Chairman May 1.

Contestants' Identification — Essays shall go by number from the different schools; the writer's name must not appear on the essay; the author is to be designated by number only.

All essays, upon being accepted by the American Legion Auxiliary, shall become its sole property. All essays must pass a grading of 70% to be considered for any prize offered by a unit or district.

ADVERTISERS

Father Hubbard Educational Films.....27	Heinz Company, H. J.....5
Gaylord Bros.2nd cover	Hotel Biltmore4
Ghost Town News.....3	Hubbard Educational Films, Father.....27
Ginn and Company.....21	Knott's Berry Ranch.....3
Harr Wagner Publishing Company.....25	Macmillan Company, The.....2nd cover
Heath and Company, D. C.....23	Pacific Advertising Association.....4th cover

\$500 Play Contest

SCHOOL children in all parts of the country are competing for prizes totaling \$500 in war savings bonds and stamps offered by Westinghouse Electric & Manufacturing Company to youngsters writing the best plays on certain scientific subjects.

First prize in this contest, sponsored by Westinghouse and conducted by *Plays*, the drama magazine for young people, is a \$100 war savings bond. There are 5 second prizes of \$50 war bonds, 5 third prizes of \$25 war bonds, and 5 fourth prizes of \$5 in war savings stamps.

Students, 15 years old or under, in any elementary or junior high school in the United States are eligible to participate.

Entries must be submitted before **March 1**, to *Plays*, 8 Arlington Street, Boston. Entry blanks may be obtained from teachers or from *Plays*.

The contest encourages young people to learn more about certain sciences and the part they play in our lives. Scripts are restricted to (1) those with a non-contemporary American scientist or engineer as the central character, or (2) those based upon a significant American scientific discovery, or (3) those concerning an experience in science, real or imaginary.

Plays on the biological or social sciences will not be considered. The plays must be original one-act works, consisting of three scenes or less, and requiring a maximum of 30 minutes playing-time.

Here is a modern school dental clinic in a California city school system. Dental hygiene is highly important in the armed forces of our nation.



At Cloverdale High

E. W. Parsons, Principal, Cloverdale Union High School, Sonoma County

WE had 97 students the first time we tried 100% student-body card sales. This year we had 67 and for the third straight time were entirely successful. We claim a record!

The opening appeal was the promise of free admission to all athletic contests and programs, and greatly reduced admission to dances. It worked. The sophomores won the whirlwind sales contest in one week. This year the appeal to the laggards was for unity and patriotism.

With the card costing \$1, each purchaser was awarded a 25c war stamp. Benefits were not actually listed until after the campaign.

Benefits of a Student-Body Card

- | | |
|--------|-------------------------------------------------------|
| | 1. Right to participate in athletic contests for CHS. |
| \$1.00 | 2. Free admission to many dances, games, and affairs. |
| 10c | 3. Free or low-priced refreshments. |
| 35c | 4. School Picnic. |
| 10c | 5. Athletic awards. |
| 5c | 6. Free school-paper |
| 50c | 7. Reduced price on annual. |
| 50c | 8. Student Body Entertainment. |
| 25c | 9. War Stamp. |
| \$2.80 | Value for \$1. |

* * *

100 Puzzles

Review by Rex H. Turner, Principal, Fremont High School, Oakland

THIS book by Anthony S. Filipiak, gives complete details for making and solving 100 different puzzles. The grouping of puzzles into 12 basic types, each type having an underlying principle of solution, has enabled the author to vary the degree of difficulty so that his presentation will appeal to people of different interests, abilities, and ages. As a whole the book is designed for high school and adult levels. A. S. Barnes & Co., publishers.

* * *

Bibliography on Air-Conditioning Youth, 2. Selected Bibliography on Latin-America, 3. Education of Mexican and Spanish-Speaking Pupils, are titles of three important mimeographed national defense monographs recently published by the Office of Dr. C. C. Trillingham, Los Angeles County Superintendent of Schools, 808 North Spring Street, Los Angeles; Reuben R. Palm is director of secondary education.

COMING EVENTS

January 4 — Opening of California State Legislature; regular biennial session.

January 9 — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

January 30 — CTA Bay Section Council; regular meeting. Sir Francis Drake Hotel, San Francisco.

February 7-14 — Negro History Week; 18th annual celebration.

February — CTA Board of Directors; regular meeting. San Francisco.

February — CTA Legislative Committee meeting. San Francisco.

February 26-March 2 — American Association of School Administrators; annual convention. St. Louis.

March 13 — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

April — National Audubon Society and California affiliated societies; 3rd state convention. Los Angeles.

April 14-17 — American Association for Health, Physical Education, and Recreation; annual convention. Cincinnati.

May 8 — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

June 25-29 — National Education Association; annual convention. Indianapolis.

November 13 — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

TEACHERS WANTED

Will you please ask your unemployed friends who would like to teach during this emergency to contact the Placement Offices of CTA?

Placement service for members, at moderate cost.

Address:

EARL G. GRIDLEY
2207 Shattuck Avenue,
Berkeley;
Phone THornwall 5600;

or

CARL A. BOWMAN
408 South Spring Street,
Los Angeles;
Phone TRinity 1558

IN UNITY THERE IS STRENGTH

CALIFORNIA Teachers Association presents to every member an opportunity for service. A trite expression is "In unity there is strength," but that truism expresses a world of meaning.

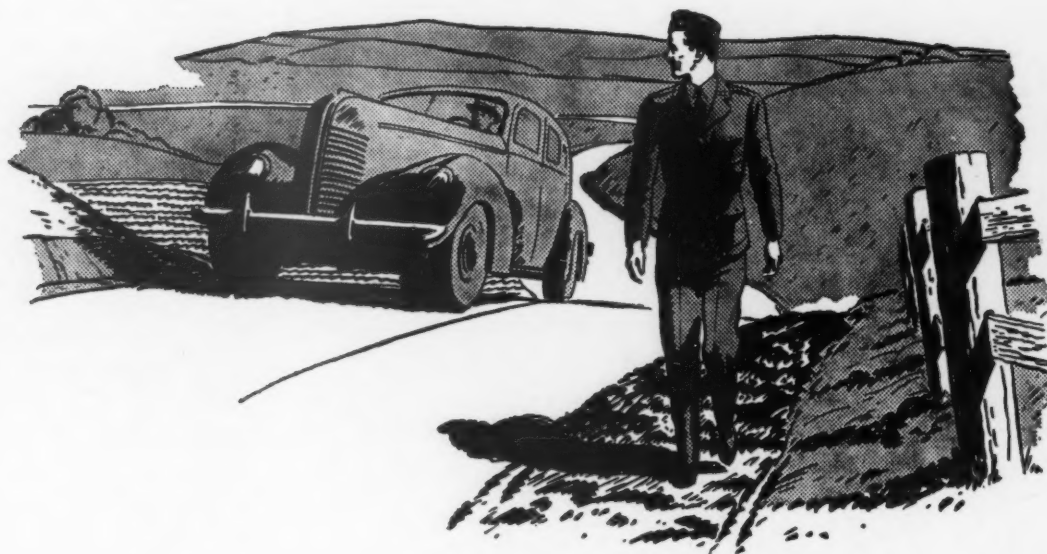
The CTA program of 1943 is fraught with importance. Every teacher in California must give all-out service, so that our Republic may win the war and insure a lasting peace.

We must do our full duty as good citizens.

Important proposals will be presented to the State Legislature which convenes January 4.

California Teachers Association needs the help of every teacher in the State. This organization works all of the time for the welfare of the schools.

Give the lads a lift



THE VERY BEST people — those in the uniforms of our Army and Navy — are riding with strangers these days. If you are still rolling along in your car on treasured rubber and precious gasoline, don't stand on ceremony — stop and pick the boys up. Chances are that they won't give you the "sign of the thumb." That's contrary to regulations. But their anxious glance in your direction as you drive along the road is an eloquent appeal.

Camps are sometimes pretty far from towns. Highways are likely to be lonely ways when you are making a solo hike. A missed bus might bring a penalty in future liberty that you could prevent.

There's something in it for you, too. These lads will chat about things that will make you even prouder of the men who pack our guns. Don't ask them about guns, or troop movements, or their outfits, or anything of military importance. They'll freeze up on you if you do, and rightly so. But they'll generally be more than pleased to tell you all about their home towns, their girls, their families,

and the faithful dogs they left behind.

From your conversations you'll come to recognize again those qualities that make a man an American, whether he's a "Dutchman" from Eastern Pennsylvania or a "Swede" from Seattle. That's one of the things that Hitler just can't understand.

IN WAR, AS IN PEACE advertising is a means of communication

Its business is to carry ideas or information about goods or services to the eyes and ears of ten, a hundred or a million men and women.

This advertisement is an example of one Wartime use of advertising. You have seen other examples — the war bond drive, the scrap collection, the grease and fats drive.

And in the very pages of this publication, the humbler, everyday function of advertising brings wartime news of the food, clothing, shelter you may want and seek today.